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# ASSOCIATION OF AMERICAN COLLEGES BULLETIN

VOLUME XXXIII

NUMBER 2



A National Disservice to Education  
Who Can Go to College Now  
The Functions of the Academic Dean

**MAY, 1947**



# *Association of American Colleges Bulletin*

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Edited by

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Executive Director of the Association

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The BULLETIN is published four times a year—in March, May, October and December. Its emphasis is on description and exposition, not primarily on criticism or controversy. The March issue regularly carries the Proceedings of the Annual Meeting of the Association. Leaders in the college world contribute to every issue.

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## EDITORIAL NOTES

**THE MARCH BULLETIN** was so large, due to the inclusion of all speeches delivered at the recent Annual Meeting, that we are obliged to have the other three issues considerably smaller in order to keep within the paper allotment accepted by our publisher.

**COLLEGE ADMINISTRATORS** will appreciate the interesting article by W. Emerson Reck on *Our Colleges See Red* published in the March 1, 1947, issue of **SCHOOL AND SOCIETY**. Mr. Reck, who is Director of Public Relations at Colgate University, shows impressively how the public is mistaken in the notion that the colleges are profiting greatly by the influx of Veterans. He gives statistical evidence that the opposite is true. His article is a worthwhile contribution.

**UNESCO: ITS PURPOSE AND ITS PHILOSOPHY**, by Julian Huxley, is a valuable document which will provide a better understanding of this important part of United Nations. No one can speak with greater authority on this subject than Mr. Huxley, for as Executive Secretary of the Preparatory Commission of the UNESCO and as Director General of UNESCO proper, he has been a major influence in that agency. *Public Affairs Press*, American Council on Public Affairs, 2153 Florida Avenue, Washington 8, D. C.

**ONE WORLD IN SCHOOL**, compiled by Louella Miles for the series of American Teachers Association Studies, gives an excellent bibliography for all persons interested in promoting racial understanding. This work classifies and describes the printed works that should be of help to pupils of all ages and to teachers of all school grades, in meeting interracial problems with dignity and intelligence. The American Teachers Association, Montgomery, Alabama.

**PROBLEMS OF FACULTY PERSONNEL** is Vol. XVIII of the Proceedings of the Institute for Administrative Officers of Higher Institutions, edited by John Dale Russell. The University of Chicago Press, Chicago, Illinois.

**TERMINAL EDUCATION IN THE JUNIOR COLLEGE** is a report compiled by Phebe Ward, which suggests many ways in which to meet one of the main problems in education in the postwar era. Based upon the findings of recent studies by nine Junior Colleges, the book is the outcome of a five-year study conducted by the Commission on Terminal Education of the American Association of Junior Colleges. The first part presents an over-all view of the philosophy of terminal education, curriculum and student personnel services; and the second part, a detailed examination of community services and resources, co-operative work programs, student guidance, testing, follow-up and evaluation. Harper & Brothers, New York City.

**FINANCING THE FUTURE OF EDUCATION** by Thad Lewis Hungate provides an analysis of theory and practice of financing in higher education that will assist in the formulation of fiscal policies. The analysis has been made from the point of view of all concerned with the problem—citizens and their representatives in government as well as college administrators. Bureau of Publications, Teachers College, Columbia University, New York City.

**UTILIZING HUMAN TALENT** is a report by Frederick B. Davis for the Commission on Implications of Armed Services Educational Programs, and includes a discussion of the task undertaken by the Armed Forces in finding the right man for the job, with implications for aptitude testing, guidance and counseling, and for admission and selection policies and practices in schools and colleges. The American Council on Education, Washington, D. C.

**THE THREE DIVISIONS** of the American Philosophical Association by concurrent action have organized a *Committee on Information Service: Vacancies and Available Personnel*. The members are Dean Wayne A. R. Leys (Western Division), Professor Paul Marhenke (Pacific Division), and Professor Lewis White Beck (Eastern Division). This committee will continue, on a national basis, the work carried on for several years by the Information Service under the direction of Dean Walter S.

Gamertsfelder and sponsored by the Committee on Philosophy in Higher Education of the Western Division of the Association. The Committee is now gathering information which will make it possible to refer qualified persons to schools in which there are vacancies. The Committee will not make recommendations or supply credentials; its work will be limited to giving to appointing officers the names of persons who appear to have at least the minimum qualifications for the vacant position and who, it may be concluded from the registration data, would be interested in the position offered. The Committee's information will be considered strictly confidential except for the express purposes for which a person or school has filed it. The services of the Committee are rendered free of charge to schools and to individuals, whether they are members of the Association or not. For application blanks or further information, write Professor Lewis White Beck, Chairman, University of Delaware, Newark, Delaware.

**R**ESOLUTION PASSED BY DISTRICT II of the American College Public Relations Association in Session at Schenectady, New York, February 8, 1947: "Recognizing that the colleges and universities of the United States are facing an unprecedented challenge which calls for the highest degree of public understanding, District II of the American College Public Relations Association urges national, regional and state associations of college administrators to give more careful consideration to the implications and ramifications of education's public relations. Too much stress cannot be given to the fact that colleges are determining their prestige for years to come by the manner in which their present programs are coordinated and by the extent to which their policies and activities are interpreted. It is the conviction of this meeting, therefore, that public relations, as a phase of administration concerned with all aspects and problems of higher education, should henceforth be a major consideration not only in individual institutions but in all educational organizations—state, regional, national."

**T**HE MINISTRY OF EDUCATION OF AFGHANISTAN is offering three-year contracts, modest salaries and travel both ways in an effort to secure 31 American teachers (male) with

B.A., M.A., B.S. or M.S. degrees and actual classroom teaching experience. The Government Schools to which the teachers will be assigned are located at Kabul, the capital, and in Kandahar, center of Afghan history and Pushtu culture. Two principals are wanted, three experts in methods of teaching English for the Teacher's College at Kabul, and teachers of mathematics, physics, chemistry, biology, geography and geology. Persons interested should write to the Division of International Exchange of Persons, Department of State, Washington, D. C., so that their qualifications may be relayed to the Afghanistan Ministry of Education.

**THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, THE ASSOCIATION OF AMERICAN COLLEGES AND THE AMERICAN LIBRARY ASSOCIATION** announce the appointment of Charlton G. Laird, Head, Department of English of the University of Nevada, to take over the editorship of the *Guide to Comparative Literature and Intercultural Relations* to which some one hundred twenty-five scholars throughout the country are contributing, entirely on a voluntary basis. Work has been considerably slowed down since the sudden and untimely death last summer of Dr. Arthur E. Christy, who, as editor in chief, was one of the prime movers in the organization of this ambitious project. George E. Parks and James E. Tobin, associate editors with Dr. Christy, will continue in that capacity and there will be formed also a small advisory group of scholars. It is expected that the rather sizable book growing out of this project, which is to be published by the American Library Association with the help of the Rockefeller Foundation, will appear some time in 1948.

**"WHAT ABOUT H.I. HENRY?"** is the title of an article by Ernest C. Steele in the March, 1947, issue of **THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION**. Mr. Steele calls attention to the serious problems facing the High School boy (called H.I. Henry in the article) in having to compete with G.I. Joe for a place in the educational system, for jobs and general security.

**PRIVATE SCHOOLS, 1946-47**, is the 30th edition of the well-known handbook, replete with information for boys and girls



desirous of the best type of secondary education. The author and publisher is Porter Sargent of Boston. As usual he has included a long philosophical, thought-provoking introduction on educational problems. This year's introduction is entitled *Mad or Muddled*, a total of 190 pages. His conclusions are buttressed by quotations from leaders in education. His own observations are unique and original. He is pretty severe on the Harvard Report on *General Education in Free Society*, though he spoke in complimentary terms of President Conant of his *Alma Mater*. Most would concur in his conclusion:

The world is not mad. But the people have been miseducated, misled, misinformed. They are filled with unnecessary and unfounded fears. They are muddled. The damage has been done by men of good intent but of limited vision and narrow views, uninformed in matters of fundamental import to the human race. The people have been confused by those in control who, caught in dilemmas and blind alleys, are endeavoring to muddle through. The cure is to lift the lid, let in the light, do away with secret skullduggery.

**THE MATTHES FOUNDATION**, chartered in 1946 by Albert J. Matthes, President of the Machinery Liquidating Company, is offering to promising young Latin American engineers three one-year Fellowships, each in the amount of \$1,000 in U.S. currency for 1947-48. Candidates for these Fellowships may elect to be examined in any of the following branches of engineering: civil, electrical, mechanical, chemical and metallurgical; and also to be examined for graduate study in physics, chemistry and mathematics. The Fellowships will be established at Mr. Matthes' *Alma Mater*, the Carnegie Institute of Technology. Full details may be secured from: The Matthes Foundation, Inc., 12 East 41st Street, New York 17, New York.

## THE TWILIGHT OF AN EMPIRE

FELIX MORLEY

**W**ITH little understanding of what is at stake, the American people are at this moment confronting a political decision more momentous than any presented to them since 1776. Then the choice made was to separate from the British Empire and to establish a unique Republic. Now the question is whether that Republic shall be maintained or whether it shall in turn become an empire by assuming responsibility for dependencies which Great Britain can no longer control.

When the American colonists took steps which made the Declaration of Independence inevitable they did not at first admit, and in many cases did not realize, the implications of their acts. Similarly, few now foresee that the consequences of current actions can automatically give rise to fundamental changes in our system of government. The outcome of "measures short of war," however, should at least remind us that political assurances are frequently employed to conceal political realities. It is a reality attested by all history that if a republic assumes imperial functions it will not remain a republic.

But that reality is less obvious, less immediate and less insistent than the appalling fact that the British Empire is now moving slowly toward dissolution, partly because of centrifugal force affecting its dependencies but even more because the heart has lost its vigor. Physical dissolution is always tragic, and when it proceeds on an imperial scale the pathos is proportionate. Nevertheless, if political science is to make any contribution at such a moment, it must be one in which the power of thought is wholly untrammelled by emotion.

When the eventual post-mortem of the British Empire is written, by scholars not yet born, a complex of social, economic and political disorders will be analyzed. The proximate cause, however, is already obvious. This small and naturally unfavored island could achieve and hold world influence only by maintaining a balance of power in a stable European State system. The destruction of Europe, or the rise of powerful non-European

NOTE: A reprint from the March 5, 1947, issue of HUMAN EVENTS.

nations antagonistic to each other, would in either case automatically reduce Great Britain to inferior political status. If the malignant developments should produce enduring monetary instability, the fate of Britain's heterogeneous empire would be sealed.

It is now all too clear that events since 1914 have doomed that remarkable political agglomeration proudly called "the empire on which the sun never sets." The basic conditions of its survival no longer exist. Simultaneously the United States and Russia, both relatively self-contained, have gained enormously in strength, in political aggressiveness, and most of all in mutual distrust.

## II

The British people, weary and overburdened, no longer able to stand alone, must soon align themselves with one or the other of the two dominant nations.

Yet Britain, in many respects, is now a liability and not an asset. And there are reservations, perhaps as many in Moscow as in Washington, to assuming the disagreeable role of referee in bankruptcy. The State is a cold-blooded instrumentality of power. Always, when strong enough, it dictates terms. On what terms, then, will either Russia or the United States be willing to bail Great Britain out?

The answer is fairly simple in the case of Russia. Its government is probably less interested in the mere acquisition of foreign territory than is our own. The Soviet objective, confusing to those Americans who think only in terms of physical possessions, is to spread an idea—the doctrine of communism. If Britain will go all out for socialism, which merges imperceptibly into communism, its people may, with the Kremlin's blessing, retain their flag, their king, their ceremonial and as much of the Empire as can be controlled by a communized House of Commons. To dominate that organ, where British sovereignty rests, would be much smarter from the Russian viewpoint than to take over outlying colonies and dependencies.

Like Russia, the United States also represents a political idea, and one which is fundamentally opposed to communism. This idea is that the individual is important for himself; that self-

government is far more desirable than political government; that the State is merely a policing agency, from its nature dangerous to liberty and therefore always to be restricted.

Unquestionably the American idea has been greatly weakened by the impact of socialism. Indeed, the outstanding political characteristic of the Roosevelt regime was its repudiation of the native American tradition and its imitative approach to Marxist philosophy. Naturally the Communists and fellow travelers exploited this golden opportunity to undermine the citadel of capitalistic strength.

This effort has failed, and the failure has a distinct bearing on the situation produced by the decline of the British Empire. For if the United States takes over British dependencies, in Greece or elsewhere, the move will be far more bitterly resented by Russia than if the British stayed there unaided. The Kremlin can be hopeful about British socialism, as it was about the New Deal. But there is no hope at all—as Stalin sees it—in a government controlled by a coalition of capitalistic Republicans and Jeffersonian Democrats. Such a regime will make every endeavor to restore that private enterprise which Communists have organized to destroy.

### III

The British position, in political thinking, is about midway between that of Russia and that now dominant in the United States. On the one hand the English still cling to the traditional safeguards of liberty—such as free speech, free press, trial by jury and right of association. But Britain has gone so far in glorification of government as such, that the rights of the Englishman as an individual have become more nominal than real. He can speak his mind in Hyde Park, but cannot engage in any occupation which the bureaucracy declares to be “non-essential.”

The growing threat to liberty in Great Britain is the more real because the British “subject”—a word in which he sees no indignity—possesses no inviolable Constitutional guarantees. Every law passed by Parliament has equal Constitutional force and, unlike the United States, the minority therefore has no rights which the majority is bound to respect. Since the legislative power of the House of Lords was undermined there has

been no question that Britain, politically speaking, is more democratic than the United States. But there is also no question that unrestricted majority rule can under pressure of circumstance pass quickly over into tyranny.

In short, it is as likely that Great Britain will move on from State socialism to communism as that it will swing backwards to free enterprise. The advance of collectivism is hastening the liquidation of an Empire which was sustained by private trade. And the liquidation of empire will in turn tend to strengthen collectivism in the British Isles because, when the choice is narrowed to liberty or life, most men of every nationality will choose the latter.

#### IV

So it is gross over-simplification to say that the extremely difficult decision now confronting the United States admits of but one answer. Obviously it will assist the British Government, and perhaps indirectly the British people, to finance its commitments in Greece. Equally obviously this step will increase the tensions, and consequently the risk of eventual hostilities, between our country and Russia.

There are other ways in which assumption of British burdens by the United States could prove disastrous. Already the military occupation of conquered territory, and minimum relief to starving people, is intensifying inflationary trends and threatening any effective debt or tax reduction. Already our overseas commitments provide a strong argument for that permanent military conscription which we significantly hesitate to call by its true name.

It requires no gift of prophecy to realize that if the United States increases its foreign political commitments, assuming imperial burdens as the British lay them down, the result will be to change our Federal Republic into a strongly centralized empire. The Constitution has proved amazingly elastic. But it will not stretch far enough to serve a modern Rome. The implied increase of governmental functions, coming on top of those already accepted as inevitable, could easily spell the end of the Republic.

Yet the other alternative is no less disturbing. To abandon

the Eastern Mediterranean to Russia would mean, in time, the surrender of Italy, then France, then Spain, to Communist control. Independent of the outcome in Germany, that sequence would mean a Communist Britain, merging much of its former empire with that of Russia. And then the dangers assumed in the case of Hitler would be realities.

After doing nothing to avert it, the United States drifted into the last war. We fought that war on a vindictive policy of "unconditional surrender" of which the utter bankruptcy is now apparent to all. We framed the United Nations in such a manner as to give Russia the means, most skillfully used, to make that organization far less effective than the old League. Nearly two years after the close of hostilities in Europe we have not been able to conclude a single peace treaty.

As the sun sinks slowly on the British Empire it would seem time for the American people to ask themselves, very seriously, whether their leadership in the last ten years has been sufficiently forthright or sufficiently intelligent to encourage trust and confidence now.



## A NATIONAL DISSERVICE TO EDUCATION

EDWARD A. FITZPATRICK

PRESIDENT, MOUNT MARY COLLEGE

**P**RESIDENT TRUMAN, by appointing the Civilian Advisory Commission on Universal (Military) Training, has brought, in a preliminary way, the subject of universal military training before the people of the United States, and also before the eightieth Congress of the United States who will determine American policy. He does a disservice to a frank facing of the issue and an honest determination of a sound public policy on the subject by his instruction to his appointees on the Commission.

The issue is camouflaged. The problem before the American people—and the Federal Government—is not the problem which the President presents—the general training of boys of military age. The problem which the Commission is asked to work on is not the problem of universal military training, for the President says, "The military phase is only incidental to what I have in mind."

Moreover, it does not place the responsibility for military training where it belongs, and his statement serving as a red herring, can only result in confusing public opinion.

The President wants the word military dropped from the title of the Commission. "I want you," addressing the new Commission, "to be known as the President's Advisory Commission on Universal Training. I want that word military left out." The altogether admirable purpose set for the Commission is to be approached "with the idea of insuring the continuation of our form of Government." This almost unlimited area does not confine the Commission in any way until they decide what is threatening the continuation of our form of government, and then they

NOTE: Adapted from the writer's "Universal Military Training" (McGraw-Hill), p. VIII, in which book the propositions in this paragraph are fully developed. There is also a full statement of President Roosevelt's vagaries on this subject with his final constructive resolution of them on January 6, 1945, in his last annual message to Congress. President Truman started out with a direct, intelligent, and favorable attitude toward universal military training in a message to Congress and is now seemingly very much confused.

must think or plan in specific terms. To help achieve this objective the President wants more specifically the following:

I want our young people to be informed on what this Government is, what it stands for—its responsibilities. And I think the best way to do this is through a universal training program. I don't like to think of it as a universal military training program. I want it to be a universal training program, giving our young people a background in the disciplinary approach of getting along with one another, informing them of their physical make-up, and what it means to take care of this temple which God gave us. If we get that instilled into them, and then instill into them a responsibility which begins in the township, in the city ward, the first thing you know we will have sold our Republic to the coming generations as Madison and Hamilton and Jefferson sold it in the first place.

The President is interested in the Commission because he is interested in the coming generation, and he does not want to find what the records of the draft boards show about this generation will be true of the coming generation: "Thirty per cent of our young people who were called up for service were unfit physically or mentally." The President adds "that is a terrific reflection on a free country."

The immediate objectives stated with reference to the coming generation are clearly within the scope of the American public school system and the public school system is the public agency best suited for their accomplishment. This will necessarily imply the service, too, of the family and the Church as well as other social agencies. If the purposes and achievement of these agencies are to be studied and more effectively reoriented and they are to be made more efficient in their services (1) in the mental and physical formation of the coming generation, (2) in the improvement of the production machine, (3) in the preservation of the peace of the world and (4) the continuation of the American form of government, then the program should not be proposed under the aegis of universal military training or of the common defense nor to meet the exigencies of totalitarian war where more people are killed behind the lines than of actual fighting men. The whole situation as a result of the President's statement is confused, illogical, and evidence of the "disorderly" consideration of public

questions in the aftermath of war and the mental and moral unpreparedness for peace in an atomic world. And fundamental issues are raised about the sphere of government, the relation of Federal and State Government, and the nature and character of education and of local autonomy in government that there is no point in raising.

It is true that the policies involved in universal military training are public policies, not military policies even though they are in the realm of grand strategy and as public policies they must be decided by the whole citizenship or by their representatives. Consequently, a civilian advisory committee would seem to be wise, though civilian committees with power (military affairs committees) already exist in both houses of Congress.

What the people need now is honest and specific knowledge on two basic questions which involves the military authorities. The first question is: Do the national and more particularly the international policies of the United States, in the actual international situation in all its phases, require a policy of military preparedness to the extent of including universal military training? The official answer to this question can be given on the basis of inside knowledge of the world situation and our own acts by the State and War-Navy Departments. The second question is—and this becomes significant only if the answer to the first is in the affirmative—how many men are necessary and what training is necessary to meet our international obligation and the changed character of war? This is a military question and must be answered in the first instance by the military authorities. Neither of these basic questions are within the knowledge or experience of the Civilian Advisory Commission, though they might be useful in reviewing the basic information—but to what end? For more Federal aid for education? To change the center of gravity from the state to the nation? To help world government? To change the quality and character, or control of our local education?

There is only one valid reason for universal military training and that is military necessity. We mean military training. We don't mean any training in the nature of general educational or sociological experimentation. We do not mean physical training or health education or vocational training except as they are incidental to military training. Military training is training in the

art of killing the enemy, whether you are scientist, administrator, or fighting man. From the individual's standpoint, military training is to see in an actual combat that he survives. It is not popular to thus state the fact bluntly, nor is it regarded as wise by proponents. But there it is. We point out the fact even though we recognize war is the stupidest way to settle international disputes and it should be "good tidings of great joy" when men become civilized enough to renounce war and all its works.

We must recognize that a great deal of the educational and social claims for military training are fantastic. The effects are not wholly beneficial. The balance is tipped in its (universal military training) favor by the conditions of national security in the kind of postwar world that is immediately ahead of us as now conceived by the official leaders of American public policy. It may be repeated that the educational, social, and health claims for the program are exaggerated. There will be losses—educational, social, and health losses—as a result of the program, because of the disruption of the life of the individual, the inevitable regimentation, the character of military training and its actual conduct, the highly artificial character of life in a camp and the temptations of life near the camp. There will be some gains too—in vocational training, in regular habits, in training illiterates, and in social contact. The general, social, and educational results desired for the nation—for example, as expressed by President Truman—can be secured only by a *long term* program and its results are dependent on the whole life of the individual and on community conditions. If we have military training, it must be worked into the larger program, its conditions may serve as a test of this whole-life, whole-community program but it cannot be a substitute for them.

It seems to me the international situation requires an American military policy to include universal military training. While Beard's revelations of what went on behind the scenes in 1933 to 1946 does not inspire confidence in the international diplomatic game as it was played, our safest course—until we learn otherwise—is to follow our official representatives. This assumes, as it has been, that the answer to our first question is an affirmative.

As to the second question on the character of the training, nothing so far that has been said or done indicates that the mili-

tary authorities know what to do with 1,200,000 boys who become 18 years of age every year to prepare them for atomic war. Many, many questions are involved, and in spite of our recent experience and our almost complete unpreparedness for World War II, militarily, industrially or in any other way, the official military authorities are likely to be "training for the last year," i.e., the most recent war. Until there is some rather specific, constructive plan by the Armed Forces, the eightieth Congress probably will not, or should not pass the enabling legislation.

## EDUCATION CAN SAVE FREEDOM

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**F**EW things are more American than the American college. But some colleges are more American than others, and I can think of no college that is more American than Springfield College which is today inaugurating a new president. More even than most colleges, Springfield has been oriented in humane democratic directions. It has educated for leadership in human relations. It has emphasized leadership in group work, in recreational activities and preparation for spiritual leadership among our people. The very nature of its program has kept its attention on the education of the total personality. Some colleges might confine themselves to the intellectual aspect of man's nature. They might pride themselves on academic retreat from reality. Not so this College; for many of its most distinguished graduates have worked in the area of physical and health education. They have sought to improve the life of individual human beings and of the community through a better understanding of individuals and of community life. Perhaps without saying very much about it, this College has given its life and its activity toward the preparation of leaders for a free society. It is only natural that such a college would face the present world developments in relation to human freedom with more concern than the ordinary American college. For whatever happens to free institutions in the years and decades to come most assuredly is going to shape the life and work of the College and of its incoming President and staff. For these reasons it seems fitting that we should spend some time today in viewing the status of human freedom and in appraising our own responsibilities in relation to the preservation of that freedom.

When Springfield College was established in 1885 certainly no flight of human imagination could have visualized the developments in relationship to democracy and human freedom which have taken place since the opening of World War I. In that year

NOTE: Inaugural Address, Induction of President Paul M. Limbert, Springfield College, October 26, 1946.



democracy's problems seemed largely those of the refinement of our political processes to meet the needs of a rapidly growing industrial civilization. Moreover, it seemed quite likely that within a few decades democracy as a pattern of government and human relations would rapidly spread to the few countries of the world which remained as despotisms. When these countries had finally adopted the democratic pattern it seemed certain that the world was destined to move forward through century after century of glorious democratic history.

Looked at from the standpoint of even the year 1913 the world picture presented by 1946 is unbelievable. And now in spite of two wars fought so we thought to make the world safe for democracy, the world seems more unsafe for free institutions than ever before in the memory of living persons. In the domestic scene democracy seems strangely faltering, uncertain and confused. The approach to the solution of our economic problems is timid, and often of the "too little and too late" variety. In the realm of social and human relations we are fearful and often blinded by prejudice and intolerance. Politically we are ridden with corruption, inefficiency, and often bogged down with the archaic machinery which has long since outlived its usefulness in a highly interdependent society. But it is not only in the domestic scene that democracy seems to be fighting a battle for its very life. Internationally other ideologies are competing for the attention of the human mind. From the Right, democracy is challenged with a call to greater centralization leading inevitably to the curtailment of personal liberty and the loss of individual human personalities in something called the State. From the Left, free institutions are challenged by communism, a dictatorship of the masses which restricts the freedom of individual human beings and lessens respect for personality and faith in the common man. Momentarily the power of dictatorships coming at us from the Right has been destroyed through the success of military conquest. But the totalitarian Left has thrown us into a state of fear and confusion in which the behavior of the United States of America lacks the sureness and the sense of direction which should be characteristic of the world's greatest power in the hour of victory over anti-democratic forces.

It will help us to note the true state of free institutions if we

take account of certain specific developments. At home millions of our citizens with dark skins have thus far failed to secure the liberties that are theirs under our constitution. America's failure to extend her freedoms to millions of her own citizens is weakening her in the international scene. For many foreign nations believe that our failure on the racial front indicates that we are not sincere in our protestations of democracy and human brotherhood. Eleven or twelve million veterans have returned to an America in which they can find no place to live, and up to the present moment no thoroughgoing solution of the housing problem has appeared. All the really effective proposals for dealing with housing seem to have been defeated by selfish interests, either in the ranks of labor or capital, who are unwilling to alter their practices in an effort to make sure that the veteran will have a place to live. At the same time our rather disgraceful difficulties with black markets and the disappearance of many necessities of life indicates a marked shortage in national character and in spirit of self-sacrifice and public service.

It is likewise very disillusioning to observe that in the international scene America (which throughout the decades of its history has been looked upon as the champion of small nations and of the oppressed masses of people) so often turns out to be supporting the oppressors. In China we have backed a Government which most assuredly has often been on the side of the oppressors rather than on the side of the common man. In Greece we have backed the return of the King. In the conquered countries we have failed to do a thorough housecleaning, largely because of our ever-present fear of communism and the lingering feeling that the conquered countries must be kept strong as bulwarks against the "communist menace." In the aggregate American foreign policy seems more dominated by fear of communism than by love of democracy or of free institutions. Thus America's influence in world affairs has taken on a negative rather than a positive character. Men of good will the world over are confused and disappointed because they are unable to make up their minds what America really stands for and where her power and influence are finally going to make themselves felt.

Were it not for the heavy bomber, the controlled missile, the atomic bomb and bacteriological warfare we might take comfort

in the fact that it takes time to implement a democratic philosophy and years and years of effort to make freedom a reality. But with the new devices for human destruction it appears certain that we shall not have the years of time which are required for the maturing of the processes of freedom at their present rate of development. It is becoming increasingly clear that if freedom is to live it must accelerate the processes of its own development and application. If freedom is to live it must be made to work. And it must be made to work within a relatively few years.

The critical situation in which free institutions find themselves today has thus given American education, and particularly the American college, a new and enlarged responsibility. From the earliest beginnings of our society we have looked upon the college as an institution for the training of leaders, and today a revitalized, creative, consecrated leadership is the greatest need of our free institutions and an essential condition for their ultimate triumph. Either the American college succeeds in preparing men and women who can lead their country and the world in giving reality to free institutions or these institutions will die. I realize that this challenge to the college will not receive a unanimous response on the part of those in higher education. There are still those who believe that the college can best meet its obligation to society by remaining an "ivory tower" institution, and confining its activities largely to the intellectual aspect of man's nature and operating chiefly through a mastery of the great books of the Western world. I believe we should remind those who advocate this philosophy of higher education that it was just this kind of education that was the heritage of those who led the world to Munich and the second World War. We should also be reminded that when free institutions are destroyed and totalitarianism takes over one of its first acts is to destroy the "ivory tower," and once the "ivory tower" is destroyed its occupants become pathetic apologists for the very forces that have destroyed their institutions. Even "ivory tower" conceptions of education cannot survive in a totalitarian society. Therefore, if the occupants of the "ivory tower" wish to live they had better come out of their lofty abode and put their shoulders to the wheel in the process of saving our freedoms.

If democracy is to live it must be a philosophy which is strong

in action. This means that education for democracy must likewise be education which emphasizes action. One learns to act by acting, not by talking about action. It will readily be granted that we need a clearer theoretical conception of our way of life. We need to understand democracy not only in its political sense but in its economic and social aspects as well. We need to turn the democratic pattern of thought into the fine arts, into music, literature and the graphic arts. We need to sense its meaning in all aspects of human relations, such as the home, the school, the community and in industrial relations. It is perfectly true that in many of these respects we have been weak in the past. We have failed to give our children and young people an intelligible and clear-cut conception of our philosophy of life. As a people we need to study the great American heritage of Christianity and democracy. For the Christian-Judaic tradition and the democratic philosophy are merely two different expressions for one and the same pattern of human relations.

But the clear and thoroughgoing teaching of our democratic philosophy alone will not suffice. We must translate this philosophy into the realities of the everyday life of our communities and in this instance into the everyday life of educational institutions themselves. This latter task will not be easy for we may as well admit that in our present institutions of higher learning there is much that is undemocratic and far removed from a working human brotherhood. Faculties, for example, do not play a sufficiently large part in the determination of administrative or educational policies in our colleges. Administrative officers have thus far failed to develop proper communications either with faculty, students or the members of the supporting community. The result of this failure to democratize the life of our educational institutions is evident not only in dissatisfaction on the part of faculties and students but in a greatly reduced opportunity for learning on the part of the students. College students are living *now*. They cannot postpone the processes of life until they receive their diplomas. Moreover, every college is situated in some community. This community is teeming with unsolved social, economic and political problems. The college students can lend their aid to the solution of these problems. Then there is the college life itself which likewise needs the attention of students and

faculty alike. I shall use an illustration from my own field of interest which is that of teacher education. So far teacher education has been primarily a process of book learning. The little so-called practice teaching has lacked both the vitality of real life teaching and continuity over a period long enough to insure definite learning. Contrast the situation in teacher education with that in medicine where doctors learn to practice medicine through the actual process of practicing medicine in hospitals and clinics. Yet we in teacher education have more schools for practice purposes than there are hospitals available to medical schools. In a city like New York, for example, there are millions of children whose daily educational lives are being hampered by lack of individual attention on the part of their teachers. Similarly, in this same great city there are thousands of young people who are trying to learn how to teach. It is a pity that we do not bring these two groups together and simultaneously give the children the needed individual attention and the prospective teachers the needed practice. Certainly nothing but lack of imagination keeps us from exercising initiative in these directions. What applies in the field of teacher education no doubt in degree at least applies in almost every field of activity. The point I am trying to make is that we shall not have effective leaders for a free society until those who complete their work in our colleges have themselves had experiences with the processes of a free society and that experience of a concrete and action variety.

No one can appraise the position of free institutions in the world today without becoming alarmed over the spread of defeatism and cynicism in regard to both world peace and economic prosperity at home. Fear and confusion are taking possession of the democratic heart. Democracy is losing its position of world leadership. That is not because of weaknesses in its own outlook, but primarily because those who are practicing democracy have stopped short of the full implications of their own philosophy. If democracy is failing it is failing not because of the competition of foreign ideologies or because of weaknesses inherent in its own doctrine. It is failing for the simple reason that we have let the word "democracy" become a stereotype and have failed to translate our creative ideas into the realities of everyday human relations. This failure is giving us individu-



ally and collectively a sense of frustration. It is giving us a sense of fear, confusion and uncertainty. And we have this sense of fear and confusion at the very moment when we should be strong, when we should have a great faith, and when we should be dominated by fervent hopes for the ultimate triumph of mankind. But we shall not acquire this faith through the process of merely thinking and talking about democratic living. We can regain our faith in democratic processes only as we put democratic conceptions to work in everyday human relations. When we begin to practice human brotherhood in our relationships one to the other we shall overcome our fears, discard our cynicism and regain our faith in the common man.

It is this task of giving the prospective leaders of American democracy a vital experience in the practice of democratic principles of human relations that is the great challenge of the American college today. No other country in the world can save free institutions except America, for no other country has simultaneously both the tradition of freedom and the power to make it a reality. But America cannot make freedom live without an education which is itself inspired by democratic thought and action. Thus the challenge to the college is that of giving American leadership a creative interpretation of democracy and making this interpretation of democracy the basis for a truly democratic brotherhood on the college campus itself. I believe that many colleges will be successful in this kind of education. I believe there is much in the tradition of Springfield College which warrants the belief that it will be among the leaders in this direction. And a study of the life of the man who is today being inaugurated as President of this College speaks well for his potentiality as a leader in the new kind of higher education.

The rest of us, however, should remember that no president and no faculty can alone achieve a truly effective democratic college life. Nearly all colleges have boards of trustees or other governing bodies. These agencies have important responsibilities in sensing the status of human freedom and in giving college administrators and faculties the moral and financial backing they need to discharge their responsibilities effectively. Similarly, college alumni should lend their support to a revitalized program of higher education. The community in which the college is



located should likewise sense its responsibility and extend every moral and material aid. Building a strong college is a community enterprise, the success of which is dependent upon the co-operation of a large number of individuals, groups and agencies.

We have sacrificed hundreds of thousands of lives and expended billions of our wealth, much of it irreplaceable, in a battle for human freedom. All of this expenditure and sacrifice will have been in vain unless free institutions and human values can be successful in action. Education can save freedom in the years to come if it senses its responsibilities and organizes itself for effective action. A gathering like the one assembled here today can do no better than to dedicate its efforts toward the building of a college which, by becoming itself a working democracy, lays a strong foundation for the success of free institutions in our country and in our world.

## WHO CAN GO TO COLLEGE NOW?

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THE sea is never quiet 'round Treasure Island. So said Stevenson in his best story. It is perfectly true also to say that the sea of education—its discussions, surveys, reports, arguments and testing programs—has never been more agitated and stirred than is the case today. People declare that “we are facing a new era,” or “we are at the crossroads.” But when was there not a new era, or when were we not at the crossroads? Perhaps in static periods such as ancient Egypt or a stretch of time in the Middle Ages. De Quincey claimed that the British universities were dead at the end of the eighteenth and the beginning of the nineteenth century. In our American civilization, however, there has been nearly always change, sometimes abrupt, reform, and we hope, progress, just as in the life of the schoolboy much depends upon the choice of a certain play at football, or the selection of courses, or some critical decision in his relationships to others, or in the trend towards a future job, or a future wife. The individual and the nation are alike at the crossroads daily. And why not?

Education has suffered because it is subject to the process of crystallization. It is continually standardized, and as continually challenged. It is not an over-all panacea; it must be fun, unmechanized, and full of zest. Professor Barzun remarked recently that the Phoenicians did not invent the alphabet while working on a grant from the Carnegie Foundation. Professor Whitehead says that it is an adventure. Its fetters should be thrown off, and *are* so thrown off by wise people, after the elements have been mastered. An Abelard should have his hillside crowd to harangue, an Abraham Lincoln should have his fire-shovel. Education should offer glorious irregularities, watching like an animal for interesting prey, and pouncing on every tempting fact or concept. Like an exploring idea, like the thought suggested to the young Wordsworth by the Statue of Sir Isaac Newton, we should look for

NOTE: Address given at the fiftieth anniversary of the Choate School, Wallingford, Connecticut, September 28, 1946.

"The marble index of a mind forever  
Voyaging on strange seas of thought, alone."

If I could omit the word "NOW" that you have put into the title of this paper, I should have spoken as follows:

They tell us that 400,000 veterans have been unable this fall to enter what we call a regular college. We note also that the average college has been forced to reduce its civilian entrants from secondary school by at least 33 per cent. The draft law may possibly operate by taking out 19-year-olds, mostly sophomores, and postponing their college admission for 18 months. These three factors leave us all in a blind state for two or three years more and affect alike the veteran returning, the civilian who *can* go to college for a term or more, and the veteran of the future. So the harried and perplexed admission committees simply repeat the words of a sign over the old organ-melodeum in a mining town church one hundred years ago: "Don't shoot the organist: he is doing the best he can!" Let us therefore cheerfully and optimistically pitch our discussion at a time perhaps in 1948 or 1949, when natural laws will assert themselves, when security reigns and the atomic bomb is controlled world-widely, when there are no inflations, and when we pay our mental, moral and physical bills as soon as we have incurred the obligation.

But since "NOW" is included, I will not dodge the issue.

It is a venturesome thing for an admission chairman—one of those persons whom a boy once called the "third baseman of a college faculty" and whom I myself think of as the "utility infielder" at the hot corner of the diamond, to discuss the question, "Who *Can* Go to College?" We are not prophets, even minor prophets. And when the subject of his remarks is "Who Can Go To College *Now?*" even the umpire (if there is any umpire who can make the right decisions regularly) is at a loss. If the situation were anywhere near normal, we should be proceeding as we did before 1941, when Freshman classes were of the usual size and any satisfactory student could find a place in some satisfactory college, and usually in the college of his choice. Even up to 1945 the selection of civilian students from schools was not such a difficult matter because of the draft and because of the service trainees who were sent by the Government: apart from promissory notes for the future, there was room for all. But since 1945 the full tide of veterans has caused a sharp reduction

among the civilian entrants of this present fall term—in some colleges as much as 60 per cent, and in many state universities, for example, the acceptance of none at all outside the state itself. Consequently, the admission officer is not only no prophet, but a helpless individual like the Danish King who vainly tried to control the incoming tide. And the fact remains that this tide will stay at the flood for two more years. And, just to throw in another problem or two, we all wonder how much and how long the present 18-month draftees will be aided by the Government, what percentage of them will then seek college, and finally whether there will be in any case a permanent percentage of young men and women, greater than the prewar proportion of 20 per cent, who will proceed from the senior classes of our high schools into higher education.

This is all a matter of economic and business conditions in the United States. I do not need to remind you that while education up to the age of 16 is a fixed affair under any conditions, the ebb and flow for older students changes over a period of years. Beyond this stage education follows rather than leads the community. In fact, all schooling is colored by what the public or its leaders stand for. The cathedral schools of the Middle Ages followed the regulations of the Church. The Italians of the Renaissance prescribed a system meant for the soldier-statesman. The Rugby method of Thomas Arnold, when older boys disciplined younger boys, was an answer to the British Empire's need for several thousand responsible civil servants turned out annually to stand on their own feet in far-flung corners of the world. The sound training of the German *gymnasium*, a fine thing fifty years ago, became honey-combed with rotten propaganda by Fascist dictators. American education shows a democratic spread from the time of Andrew Jackson on, emphasizing today preparation for a job and for the ordinary duties of civic life. The recently published book by Messrs. Warner, Havighurst and Loeb emphasizes these two things—citizenship and jobs; but a review of the volume in the *London Times* Supplement asks, rightly, for more than this:

Many of the proposals recommended by the authors for adoption in the United States are practical. To anyone in an older country who is entitled to take what may be called the

evolutionary view of education, i.e., who does not regard education as a mere vocational training for "jobs," however exalted, or who believes that society is made for men, not men for society, and that the primary aim should be the full development of the unknown possibilities of the individual, the book may at times make rather depressing reading.

Science and mechanical processes have altered the ways of the classroom. Change is nothing new; but it is dictated by the world outside the schoolhouse rather than by the teacher himself or the college library. And the happy warriors in the battle of education are those who can retain the fundamental ideas found to be beneficial through all these changes of viewpoint, with new approaches suited to the demands of progress.

It is reasonable to say that, whatever our numerous college reports on general education may recommend, whatever the hundreds of surveys may indicate, and whatever novel ideas the educators may spring on us, the economic situation will be a vital factor: the industrial index and the stock-market prices will control the schools and the colleges. We shall have reconversion in education; we are having inflation now, with no O.P.A. in our line of work. Realists admit that it has been wise to open college training to ten per cent of the total population of our country, in contrast to the less than two per cent of prewar applicants. They approve a limited number of Government scholarships for promising and original students, in addition to Pepsi-Cola, Westinghouse, scholarships in private institutions and reduced fees in state universities. They feel that unless U.N.O. and international harmony put war out of business, it will be impossible to make wholesale grants from public funds for higher education; for our National budget cannot pile up debt for an indefinite time. They are enthusiastic supporters of a college experience at no cost for those returned men and women who have "pledged their lives, their fortunes and their sacred honor" in this crisis. They are concerned about the vast proportion of these returned veterans who are concentrating in Government, engineering, and business courses: they are worried about the lack of the humanities, of variety in their choices, and pray that the supply of such concentration will not exceed the demand in a nation which requires the greatest variety of pursuits and interests. They know perfectly well that, whatever happens, there will necessarily be deflation by

1948 or 1949, and a search for some solution of the problem. Dean Gildersleeve declared recently at a meeting when complaints were uttered about the large numbers of boys and girls who were at present disappointed over inability to make college because of the numbers: "American youth may congratulate themselves that it is only a brief postponement: they should contrast their own living conditions with those in Italy, Germany, Japan and even England."

Another ghost which ought to be laid or exorcised is the belief that money can accomplish wonders. Professor Mark Jones of Princeton declared recently:<sup>1</sup> "The belief that the results of education are solely dependent on the amount of money spent on it is a fantastic and a good example of the economic illiteracy which is a consequence of what is called education." There must be, in the community, the school administration, and the pupil's mind, the sort of spirit which faces economies, expects no "hand-outs" and believes in a balance of favor and effort. The desire must be like that of the pioneers who had an aim which *stretched* rather than spread their ideas. They should have a plan and a policy rather than a "hunch." What effect such a philosophy would have on the enrolments of colleges for September 1947 is hard to tell. Mr. Charles F. Kettering at a college meeting a few years ago was speaking of the then great event—regular telephone communication with London. He said: "Yes, science has accomplished a marvelous thing: you can get London on the telephone. But what will you say over the telephone when you 'get' London? Will it be anything worth-while?" The recollections of many older persons can supply parallel thoughts: a business friend of mine, now retired, told me that, with all his college and graduate training, the best foundation anyone could ever have received was given him from age ten to age sixteen in a one-room country schoolhouse by a sympathetic and intelligent woman whom everybody worshipped, in a district where the hat had to be passed and where a dollar looked like a hundred dollars in terms of the present day. If we can combine our grants-in-aid, both public and private, with this spirit, the whole question is answered.

We come down then to the question "Who *Can* Go To College

<sup>1</sup> In an address at a meeting of the New Jersey Taxpayers' Association, December 1, 1945.



Now?" Leaving at this point any consideration of economic conditions, it may well be that any qualified student can be admitted to college if (a) the distribution of civilians and veterans over the 750 higher institutions of the United States is wisely handled, (b) the  $33\frac{1}{3}$  or greater percentage of increase in available dormitory and classroom space, as a temporary measure, is successful, and (c) the setting up of extension centers such as those connected with the University of Wisconsin, or auxiliary colleges like Camp Devens, or the mechanical training institutes such as those in New York State is carried out to a logical conclusion. Granted all this, the answer is favorable to any student of good promise; although he might be disappointed in the particular college to which he should apply. Then the question comes "What do you mean by *college*?" Do you mean the four-year liberal arts or engineering colleges only? Do you include the junior colleges and the new thirteenth and fourteenth grade extensions intended for veterans and for civilians from secondary school who cannot now find any other resting place? Or do you mean anything at all beyond the school stage—extension, trade school, evening classes or the special courses conducted by large firms such as the railroad apprentice shops or the promotion classes of the Telephone Company?

One feels, however, in this group and on this occasion, at an institution which prepares practically every graduate for higher education, that we mean the four-year liberal arts college or its equivalent beginning stage, as in the Chicago plan, or a regular school of engineering which makes similar demands on the 17- or 18-year-old youth. And the answer here to the question "Who can go to college now?" is possible, but is a double answer. In your case it is "yes, nearly everybody," but not necessarily to the college of his choice until 1948. The only new idea on this whole problem which might be considered by the independent school (if any idea is really new) is wrapped up in the national situation. It is this: since, in such an institution as yours almost all the senior class is headed for some college, and since the Jeffersonian principle of selection for higher education is bound to apply in the coming years, the school itself will be called upon to do a little more preliminary screening. In other words, not only the public schools which send 20 per cent to college and 80 per cent to work, need a revision (according to the recent New York State

survey); but the independent school whose diploma means 95 per cent to college in most cases, should be prepared to cut this number down to 90 or 80 per cent, with the junior college or extension classes in mind for those who do not come under the categories of eligible freshmen which I am now about to mention. The situation in the great public schools of England is such that 40 per cent only go to the universities; we shall never specify any definite proportion in the United States on account of our correct belief in the Jacksonian democratic principle. But the selective necessity, whether numbers remain at flood tide or return to normal soon, will undoubtedly be both advisable and necessary. There will for this reason be years when everyone in an independent school might think of college and years when only 80 per cent should do so; for senior classes, like the stars, differ from one another in glory. If this attempt at an answer, and this definition—what kind of a college? are anywhere nearly correct, it remains to discuss two points: first, what kind of preparation for college, and what kind of individual can the college take?

Here is where the private or, to touch the hem of Dr. Frank S. Hackett's robe, the *independent* school has a clear field. It is mainly preparatory for the very purpose we are discussing. It is free from state regulation, except for a very few rules regarding health, attendance and building specifications. It can do as it chooses with regard to religious education and spiritual guidance. Its curriculum can be managed as the faculty sees fit, not subject to any state dictation of what courses shall be taught. In this part of the United States, due to the Puritan tradition of New England, it does not suffer from any regulations as to the type of training its faculty must have undergone. Courses in teaching methods at schools of education may be tasted but need not necessarily be swallowed whole. A boy or girl who likes languages may take two of them throughout the high school years. A scientific enthusiast may limit himself to one foreign language and run the gamut of mathematics and a separate or combined view of the natural sciences. A person interested at an early stage in human institutions may drink deep at the sources of history. The vocational program, which in some schools eats up a large proportion of classroom time, can be adjusted in whatever ratio seems best for the pupil. Therefore, all talk about the tyranny of col-

lege admission is moonshine: a pupil with a core of English (written, spoken and read satisfactorily), a modicum of mathematics, a start at some foreign language ancient or modern, an experience in social studies and science, is equipped with the basis for college admission. On this foundation the school can build for the individual's benefit, free from orders that call unreasonably for an over-balance of any one subject. Such a student *can* go to college, as far as his or her equipment is concerned. It is also possible that by September 1947 many of the men who have returned to college for the purpose of finishing for their degrees, and the new veterans who came with credits from service activity or from some other college attended before the war, may have completed their work. We should also remember that in the case of Army veterans of some length of service more than 90 per cent have been discharged and many of them settled in jobs.

Testing and examining programs, in spite of occasional criticism that under the present method there is too little estimating of accomplishment and too much emphasis on aptitude, are well adapted to present conditions. This change from the old cramming or memory type of examination is suited to the greater variety in our American schools, where 250 courses or combinations of courses have been counted up, in contrast with the six or seven of the early nineteenth century. It probably sifts and predicts better: for as the late Dr. Carl Brigham, the inventor in 1926 of the Scholastic Aptitude Test has remarked, "An agency which used to collect tickets at the gate is now expected to show people to their seats." These are important factors in such a technical age as ours. In fact, admission committees in many cases are really doctors; for education today is confused, and in some cases really sick, because of the number and variety of dishes. A recent writer has said that the school programs throughout the United States have been so jumbled up that "a severe attack of indigestion is all but inevitable." Neither special vitamins nor K rations are the remedy for such a conglomeration, but rather a generous well-balanced dish of good food.

"What kind of individual does the college want?" This is not a fair way of defining the problem: it is better to say, "What kind of individual are the liberal arts and engineering colleges suited to take? What is the type they are qualified to satisfy? Who then *can* go to these places of learning?" We take for granted

reasonable physical health, and mental balance. We recognize a certain amount of natural herd instinct. And we feel that a decently comfortable financial situation is vital, so that home and academic worries, necessitating loss of sleep and anxiety, should not occur. These qualifications are necessary before one can say, "He *can* go to college." We should conclude that a student recommended by his school, reasonably successful in his examinations, and showing a real reason for desiring college, should have his ambition realized, as far as the numbers in that college permit. And furthermore, academic standing alone should *not* be the criterion. We have learned much from personality studies as to the ability of boys and girls to handle higher education. I use the word "higher" in a Pickwickian sense: I really mean "further" education. The Connecticut Survey, the Grant Study at Harvard, the pattern variations of Dr. Johnson O'Connor, and the predictive studies of various colleges, have helped us all on this question of the turnstile between senior year and freshman entrance. Purpose, judgment and decision perhaps come first. A lot of nonsense is talked about very high marks, and the brilliant student. But John Stuart Mills are few and far between; and we of the admission brotherhood are skeptical of the bright boy who is a parrot without character and without the human touch.

There are three obvious varieties of boy that every college not only should welcome, but desires to welcome. One is the able, promising, potential winner of scholarships (whether for the honor alone or honor plus money grant). This boy, successful candidate for national, regional, Pepsi-Cola, Westinghouse or university scholarship in general, is not only a person of ability, but of character and leadership. He must maintain a Dean's List average, and should not be hampered by a job in addition; for he may be an editor, or student council official, or what Dean Briggs used to call a "man of letters" (varsity letters) and he properly regards these interests as character builders for his future leadership.

The second type is one that generations have joked about—the "gentleman's C man." People have wrongly declared that his numbers should be reduced in college lists because so many earnest young men of limited means are being shut off from the privilege of higher education. But we who stand at the gates advise some serious reflection in these cases. Figures show that

many of these men not only turn into constructive citizens and the most generous alumni, but also wake up to very hard work in medical or law or business schools, and in the end are found at the head of industry, finance, politics and civic service generally. "Ye shall not live by marks alone" is a proper alternative version of the Bible text. How many of us have seen a faculty committee frowning over a borderline case of someone new to the world beyond boarding school, enthusiastic over college activities or losing his head temporarily in too many social engagements, but sound at the core, slowly gathering interest and power. Such men seldom are summoned for consultation in the hygiene office: a half hour's talk with some dean or adviser, an epigram from a coach stimulating the lad to get off probation, or a course which flashes light on some future occupation—all these cases make the second type worth educating. These gentlemen ultimately wake up. They are like the young man mentioned by Mark Twain who said: "When I was 18, I was shocked at my father's blundering ignorance. But when I was 21 I was astonished to find out how much the old man had learned in three years." The advantage of the new variety of examinations is that aptitude is more important than cramming, and the index of ability in these cases can be reckoned and prophesied. The P.R.L. ("Predictive Rank List") is easier to reach than it was in the days of last-minute summer stuffing for make-up tests or for hothouse cultivation of the plant until it faded away in an anti-climax.

There are two other varieties of candidate whom we can lump together, the one-sided person and the plain slow-coach or what their friends define politely as a "dumb-bell." At least half of these gentry are worth gambling on. The language enthusiast who cannot figure or do well in the sciences, the radio expert who can mend anything but cannot see through mathematical abstractions, the nature enthusiast who hates absolute knowledge, or the young gentleman who can talk on current affairs with charm and enthusiasm but cannot be pinned down to factual expertness—all of these are impossible to accept, but some of them will, like Abou Ben Adhem, "lead all the rest." It is with this group that the fascination of an admission officer's program reaches the heights. When the potential poet makes good and gains a joint creative and critical post on some periodical; when a lop-sided musician gets through his required work also and qualifies for



the concert stage; when a gadgeteer with a salt-box mental architecture works up after graduation to a key job in some radio company, the gamble is worthy of the effort. As Sophocles remarked:

"Many are the wonders of the world

But nothing is more wonderful than man"

and, I might add, a *Freshman*.

A friend of mine has said that if the batting average of the Committee on Admission in this class of applicants is 500, it would be better than either the American or the National baseball league.

One word more. "Who *cannot* come to college, now or at any other time?" First, the person who is not properly balanced emotionally, no matter how bright; for the chief need in the American college is to stand on one's own feet and make one's own decisions in a realistic world; second, the wilful waster of time, the spoiled darling who thinks only of pleasure and will take no responsibility; and third, the headless, rudderless, often unfortunate soul who has no policy and will never have one—a person who, Professor Shaler said, was characterized by "miscellaneous uselessness."

Neither the school nor the college should mechanize the processes of college preparation or admission: the examinations, even, require a human interpretation, backed always by the principal's report and an interview whenever possible. Personality and character come first; ability to do college work often depends as much on these traits as on the brain action. Like stocks, the market value is as important as the book value.

Also, no college in these difficult days should let its standards rise artificially to keep out students whom it cannot accommodate, nor lower them when the current flows less fully. The process of selection should be a matter of all-round quality. The best men should be accepted, but the best in all three of the classifications I have mentioned or in any others which I have omitted. And so, with best wishes to this school which has served good causes so well for fifty years, we close, in the hope that we have given some indication of "Who *can* go to college"—even *now*. The sea may never be quiet 'round Treasure Island, or 'round any other island in our school and college world; but what red-blooded young man wants an eternal calm rather than a challenge, an occasional temporary setback, and an occasional three-reef gale?



## OXFORD IN THE POSTWAR WORLD

EDWIN SCOTT

JOURNALIST AND FORMER PILOT IN BRITAIN'S NAVAL AIR ARM

**O**XFORD UNIVERSITY has acquired a new character. It is no longer peopled exclusively by the sons and daughters of England's wealthy families, spending a pleasant three or four years "finishing their education," learning the arts of social intercourse. A large percentage of postwar Oxford's undergraduates are ex-Servicemen living on the substantial Government Grants for Further Education.

"We are here to work. We get enough money from the Government to live comfortably, but certainly not luxuriously, and we cannot afford to waste time," said one undergraduate, invalidated from the Navy a year ago and now reading for the degree of Bachelor of Literature.

### SHORT COURSES FOR EX-SERVICEMEN

Degree courses for ex-Servicemen are shortened in many instances. All of them exclude the first year's preliminary reading, taken by students coming up from school in the normal way, still in their 'teens. The ages of the men returning from the Forces are anything up to 30. Some of them are married, and live with their wives in lodgings in the city, subsidized by Government allowances. Some even have families, and there is the unusual sight of undergraduates pushing perambulators.

The war veterans are of all ages, and of all nations. Large numbers of prewar Rhodes scholars are returning, and South Africans and Australians are there in strength. A few Americans are "up" too, mainly G.I.'s and officers who were demobilized in Britain and are staying on at Oxford. At Balliol College there are a number of Negro students on British Council grants. Other Allied countries are represented, too, notably the Chinese.

The university and the various colleges are working hard to make room for all ex-Servicemen who wish to come back and whom it is considered will profit from doing so. Accommodation is much strained and colleges are overflowing into town lodgings.

**NOTE:** Many of Britain's ex-Servicemen have gone to Oxford University, and are living on Government Grants for Further Education.

New College, for example, who reckoned in prewar days to take 280 students, is now planning to accept in the region of 450.

Notices have been posted and members of the College warned that they must not expect the same comfort in the 1946-47 year as before. Whereas it was usual for each student to have a bedroom and an adjoining sitting-room to himself, he will now be asked to live in a bed-sitting room, or to share a sitting-room with another.

#### A GOOD OPINION

The opinion of Lord David Cecil, famous man of letters and Precentor of New College, Oxford, of the ex-Service students is most favorable. "I find that they have so much more idea of what they want, a firmer basis for their views, than young men coming up straight from school. The fact that they have chosen to spend two or three years here, when they might be working for more immediate commercial rewards proves that. In any case, it is rarely worth while to accept the 17-18's now when they are liable to be called up so soon, unless medically unfit."

Nevertheless the traditional picture of Oxford undergraduates beloved by Hollywood has not quite disappeared. The caps and gowns are still there, long hair is not uncommon, while a new touch has been added by Britain's Royal Air Force and Army moustaches and Navy beards. Women undergraduates, among them a few from the Forces, are as colorful and as unusual in their dress as clothes rationing will permit.

Food is as strictly rationed as elsewhere in Britain, but "gentlemen's" rooms are still the scenes of parties. The drink is chiefly beer these days, but in rarer cases, where the student has private sources of income, the traditional glass of sherry is raised.

#### ESTABLISHED TRADITION

University discipline has not been officially relaxed despite the age of the undergraduates. The proctors (university dons in their caps and long gowns) can still be seen making their nightly round of the ancient inns and taverns, followed close at their heels by the top-hatted "bullers."

These are the custodians of university law. Undergraduates found drinking in any of these public places are "progged" and

fined. But the eyes of the law are usually blind these days to "gentlemen" with the "ex-Service" look. And while College rules provide that a member must ask for permission to leave the precincts of the city, few tutors are willing or wish to quibble when, for example, to quote Lord David Cecil, again, "a man of 29, prisoner of war for five years, desires to visit his wife and children in London."

University institutions, dormant during the war, are springing back into life. There is a vital, enthusiastic atmosphere in the university again. Magazines unseen since 1939-40 are in production again, and a great interest in modern literature is strongly evidenced.

The famous Oxford Union Society in whose debating hall many a future prime minister, chancellor or archbishop has learned the art of addressing a critical audience, is fully active once more, although it is appealing for funds, after allowing so many Service cadets attending the university during the war on short courses to make use of all the Society's facilities free of subscription.

That is the face and character of Oxford today. To judge by the Government's policy, as represented by the speeches of Miss Ellen Wilkinson, Britain's Minister of Education, which will make it possible for every boy and girl, worthy of it, to have a university education, no matter how small their parents' income, it is unlikely that it will ever return to its prewar self.

## TRENDS IN COLLEGE AND UNIVERSITY ENROLMENT

HARRY S. DEVORE  
PRESIDENT, CENTRAL COLLEGE

**A**LL administrators of colleges and universities are interested in trends in enrolment. This is especially true at the present time. Dean Andrew G. Truxal of Dartmouth College states, "In view of conflicting reports at six-month intervals from agencies like the American Council on Education concerning future demands for enrolment, I don't quite see how any college can plan more than six months or a year ahead." Dean Truxal's statement does not mean that the present trend in increased enrolment will not continue for several years. What he means is that greater diligence will have to be exercised in the administration of our institutions amidst this uncertainty.

At this point I wish to quote from Bulletin 105 of the American Council on Education as an introduction to this paper. This quotation deals directly with veterans seeking higher education. The chief factor right now in enrolment is veteran education.

Although many institutions will this fall increase their enrolment from 50 to 100 per cent or more and still have long waiting lists, data assembled by the U. S. Office of Education indicate that there are still many institutions that have both instructional and housing facilities. As has been previously emphasized in this Bulletin, the chief problem is one of distribution. It is extremely important that both voluntary organizations and governmental agencies continue and expand their co-operative effects to meet this problem. Enrolment this fall will by no means be the peak which will result from veterans' education.

Veterans continue to apply for their Certificate of Eligibility and Entitlement at the rate of 15,000 a day. The August 31 total was excess of 4,000,000. For long-range planning it now seems reasonable to anticipate that the peak of veteran enrolment will be during the academic year 1949-50 with each year in between increasing the demand for work in the next highest year. This fall the peak load is in the freshman class; in 1947-48 this influx will reach the sophomore year with an equally large freshman class; the "bulge" will reach the junior year in 1948-49 and the senior year in 1949-50.

NOTE: Delivered before Missouri College Union, November 6, 1946.

There will, of course, be some mortality and acceleration will shorten this time span for others, but data from a number of studies indicate a much lower mortality rate among veterans than among nonveterans.

The greatest demand on professional schools requiring two or more years of college work as a prerequisite will come two to four years from now depending upon the prerequisite policy of the institution.

From this statement it would seem that long-range planning would call for the peak of veteran enrolment about 1949-50. With this in mind, I sent a questionnaire to a large number of college presidents and others connected with our colleges and universities. The questions asked were:

- 1) Will the present high enrolment continue over a five-year period?
- 2) Will it continue after that period?
- 3) Will the normal increase in civilian enrolment since the turn of the century catch up with the present abnormal situation?
- 4) Is there a probability that the Government will continue aid to worthy young people if the present experiment in mass education on the college level is an outstanding success?

In considering Question (1)—Will the present high enrolments continue over a five-year period?—Dr. George F. Zook, President of the American Council on Education, makes the following comment:

Those of us who have been considering the present high enrolment believe that it will continue for a period of at least five years. In fact, it is quite possible that there will be a further increase in student body next year because of the on-coming generation of high school graduates. Furthermore, there is a large body of veterans who have taken out qualification papers for attendance at colleges and universities who have not yet enrolled. It seems to us likely that a substantial number of these will enroll at some time in the fairly early future.

Dr. F. A. Middlebush, President of Missouri University, has the same opinion as Dr. Zook. Dr. Middlebush states:

There seems to be pretty definite impressions that the present high veterans enrolments will continue through 1950 and possibly through 1951. I have been under the impres-

sion that our enrolments would drop back slightly from that point after we are through with the major part of the veteran's program. There is some reason to believe that this drop may not be very substantial, in fact, the administrative officers of some institutions are of the opinion that their normal peacetime enrolments will be about the same as our present enrolments.

Dr. F. T. Reed, Assistant to the President of Indiana University, gives a very interesting answer to this question:

On the basis of projections made by members of the University staff who have access to various sources of information, we have arrived at the conclusion that the high enrolment at Indiana University, now standing at 10,245 on this campus alone, plus an additional off-campus medical school and extension school population of approximately 8,000, will continue for at least the next five-year period. We anticipate that our enrolment will increase about ten per cent in the fall of 1947, decrease slightly in the next year, and continue on a proportionately high level through 1952. In terms of this campus, we expect that figure to be about 10,000.

President J. F. Findlay of Drury, while agreeing that the present high enrolment will continue is more conservative with the warning that: "I am convinced that the present high enrolment will continue for not more than three years longer."

All answers as to whether the present high enrolment will continue have been in the affirmative with practically all thinking it will be from four to five years.

The second question presented to these same administrators of colleges and universities and others was: Will the present high enrolment continue after a five-year period? In answer to this question President Zook states:

It is our belief that after approximately four years the enrolment situation will level off with a regular enrolment thereafter of at least two million students in universities and colleges.

The opinion of President Zook is reinforced by Dr. Reed of Indiana University in the following statement:

We expect civilian enrolment to increase steadily, taking up the slack left by graduating and discontinuing veteran students. Statistical reports indicate that with the increasing number of high school students entering the University,



our level of 10,000 would have been reached in the early fifties regardless of the G.I. influx.

President Kenneth I. Brown of Denison University is conservative in his opinion on enrolment beyond a five-year period. Says President Brown:

I would be inclined to believe that the present high enrolment would not extend beyond a five-year period and that there will be a decrease after that time, although I doubt if we go back to the prewar enrolment.

Economic conditions enter into enrolment trends after a five-year period according to several educators. President F. L. McCluer of Westminster College gives his opinion:

Continuation of these enrolments after that period (five years) will depend to a large extent on the economic conditions in the country. Should we have a serious depression, enrolments will hardly be maintained at this point. So many students now are receiving subsistence assistance from the Government, but this will certainly not be extended on so large a scale for more than five years.

President J. Ray Cable of Missouri Valley College comments:

I don't know but if the economic situation remains to some degree favorable we may see larger numbers of high school graduates going on to college. On this point I have a large degree of pessimism for I have little confidence in our ability to avoid a serious economic recession.

Dr. Guy E. Snavelly, Executive Director of the Association of American Colleges, believes that the present high enrolment will last more than five years because more women are going to college. Another factor entering the picture at this point according to Dr. Snavelly will be a possible change in economic conditions with a lack of employment for young men which will turn them toward colleges and universities.

President George W. Diemer of Central Missouri State College gives a prediction by Dr. Partch of Rutgers that "the upward trend will continue until 1960 when we shall have three and one-half million in the colleges and universities of the United States."

The preponderance of opinion among widely scattered administrators is to the effect that we shall continue to have a high enrolment almost as large as we have at the present time from 1950 onward.

Question (3) was: Will the normal increase in civilian enrolment since the turn of the century catch up with the present abnormal situation? This question was asked in order to get a cross-section of opinion to determine whether the present high enrolment would continue when the veteran enrolment slows down and the Government does not enter into a program to aid worthy and qualified students. In answer to this question Dr. Snavelly states:

In all probability the civilian enrolment in colleges will continue to increase, at least until we have as many or more than are now enrolled, including the veterans.

Dean Robert Mortvedt of the University of Kansas City is of the same opinion. On this subject Dean Mortvedt supports Dr. Snavelly's prediction. He says:

Yes, I am inclined to think they will continue beyond five years, largely because the present tremendous interest in college is going to have a compellingly contagious effect. It is going to be increasingly difficult *not* to go to college in the future. The G.I. Bill has opened a vast number of areas to the influence of college work.

Miss Willa B. Player, Registrar of Bennett College in Greensboro, North Carolina, gives her opinion on this question. "I think possibly that the normal increase in civilian enrolment will catch up with the present abnormal situation."

Dean Truxal of Dartmouth believes the gradual increase in college and university enrolments over the past four decades will continue. He comments:

In view of the trends in college and university enrolment during the past four decades, I personally see no reason for thinking that such trends would not continue so that it is quite conceivable that college education will at some time become as common as secondary education used to be.

Chancellor William P. Tolley of Syracuse University gives his best guess to the effect that there will be a five-year recession before civilian enrolments will reach the peak of the five-year period just ahead of us. Chancellor Tolley says:

My best guess is that the peak of enrolment will be reached between 1948 and 1949 with a falling off in 1950 and 1951. The normal increase in civilian enrolments may cause a new peak in enrolments by 1955 but not before.

Therefore, omitting such factors as veteran enrolment and possible aid to worthy and capable students, it seems safe to plan on an enrolment which is almost as high as at the present time after a five-year period with the possibility that there will be just as many students entering colleges and universities as at present.

Question (4) was: Is there a probability that the Government will continue aid to worthy young people if the present experiment in mass education on the college level is an outstanding success? The opinion was almost unanimous that there is the possibility that the Government will finance the education of worthy and capable students. Some educators expressed some fears and pointed out some dangers in this procedure. President Zook gave the following opinion:

We have no way of knowing, of course, whether the Government will continue financial aid to worthy young people but there is a good deal of feeling that the present experience in veterans' education is likely to result in further Federal assistance to civilian students. This may take place through the passage of bills such as the Research Foundation Bill or through a program of Federal aid to education which might be included in a section giving financial assistance to individual students for attendance at college.

Dr. Diemer of Central Missouri State College agrees with Dr. Zook and there appears in his statement a kind of slogan which may capture public imagination—the forgotten boy and girl who do not come under the G.I. Bill of Rights. Says Dr. Diemer:

I rather believe Government scholarships will be offered to aid all worthy young people to continue their education. Every study that has been made shows that college status is economic status. Prior to the war, a very large percentage of our brightest young people could not go to college for economic reasons. For the first time in our history, under the G.I. Bill of Rights, men and women are now in college regardless of the financial status of the family. Already the demand is coming that the forgotten boy and girl who do not come under the G.I. Bill of Rights be given his opportunity for college. The nation cannot afford to do less than make it possible that all worthy young people go as far in school as their interests and abilities will carry them.

Dr. Snavely of the Association of American Colleges expresses some fear about Federal aid. He states:

Yes, I think Federal aid will be voted for college students who are needy and worthy, but I have some fears about this unless the regulations are carefully drawn so that the independent colleges do not become absorbed under Government control.

While fears and dangers are expressed by some in aiding worthy and capable students, others feel like Dean Truxal that "Ideally, a democratic system should give to every individual with potentialities the opportunity for as much formal education as his capabilities warrant. We may be, however, far from the realization of that ideal."

In closing this paper on trends in enrolment, it would not be complete to confine the future plans of colleges and universities to the questions which have been discussed. There are other questions which will bear upon future trends in enrolment as they will affect each individual institution.

- 1) Will veterans in liberal arts colleges leave for professional schools after finishing the freshman and sophomore years?
- 2) Will the 75 to 100 new junior colleges which will probably be a reality within the next 24 months drain off a large part of the veteran enrolment from liberal arts colleges?
- 3) Will the additional year being added to high school as a freshman year in college reduce the freshman enrolment in all institutions of higher learning to any large degree?
- 4) Will the new technical institutions which have been developed as a result of veteran enrolment endanger the enrolment of liberal arts colleges at the end of a four- or five-year period when enrolment will level off?
- 5) There must be a guess as to the extent that Federal and State Governments may aid worthy and capable students as the Government may aid scientific students only on account of military needs.

Colleges and universities will receive some assistance in thinking through future problems in enrolment through the research of the President's Commission on Higher Education, the first meeting of which was held on July 29 and 30. The major problems which will be considered by this Commission are:

- 1) The responsibilities of higher education in our democracy and in international affairs.

- 2) Ways and means of providing higher educational opportunity for all in terms of the needs of the individual and of the nation.
- 3) The organization and expansion of higher education.
- 4) Financing higher education.
- 5) Providing personnel for higher education.

It is to be hoped that the President's Commission will include all institutions of higher learning in its scope. Taking into consideration the factors which are known at present, some college and university administrators are making some definite plans. Indiana University is planning for approximately the same number of students after a five-year period as it has at the present time. This planning is also a result of information coming from consultation with 33 other educational institutions in Indiana, including Purdue University.

President John W. Nason of Swarthmore College states:

I know that many institutions are planning to maintain, if they can after the present emergency, their high enrolments—in some cases double the prewar figure. Undoubtedly there will be some increase of civilians attending colleges and universities, but frankly I do not believe that we are yet ready for a regular civilian enrolment of over two million students. At Swarthmore we have no intention of increasing our size permanently and expect to cut back to our normal number of 700 students (we have now 1,020 students) as soon as we can. Indeed, there is much to be said for cutting below 700. Increased costs and decreased rate of income on endowment would suggest that a smaller figure might be better.

Dean Truxal gives the policy of Dartmouth College as being about the same as that of Swarthmore. He states:

We anticipate that the present high enrolment here will continue for three years if not for the five which you suggest. The announced attitude of the Board of Trustees of Dartmouth is that just as soon as feasible the College will return to an enrolment for which our facilities are adapted. This would be in the neighborhood of two thousand students rather than the approximate three thousand we now have.

From the opinions received, it would seem safe to state that many liberal arts colleges with limited endowments will plan on a limited enrolment, seeking to become more effective than ever.

The increase in enrolment which is predicted will enable the liberal arts college to enrol students who stand high scholastically and thus secure a more stable enrolment.

The concerted opinion of all educators who were consulted would lead us to make the statement that the future of higher education in America is a very bright one which carries with it a responsibility which will challenge the best that is in us.

Questions which arose in connection with limitations on enrolment were:

- 1) What is the maximum responsibility of each college and university for educating these millions of young Americans?
- 2) Should colleges and universities experiment with higher tuition and fees where lowered endowment income limits the enrolments?
- 3) Should colleges and universities seek new procedures, new methods and greater efficiency in teaching and the use of present facilities in order to accommodate a maximum student load?
- 4) What constructive contributions can the state, regional and national educational associations make toward the long-time solution of an enrolment of more than two million students in our colleges and universities?



## IMPLEMENTING A FUNCTIONAL CURRICULUM

HAROLD SAXE TUTTLE

PROFESSOR, THE COLLEGE OF THE CITY OF NEW YORK

**T**HAT the Liberal Arts College should abandon traditional methods and adopt a program in harmony with our growing knowledge of the laws of learning has been advocated in several books and a considerable number of articles. In most cases the treatment has taken the form of logical argument.

Having been challenged to indicate how such plans<sup>1</sup> or experiments<sup>2</sup> might be implemented the writer prepared the following statement in the form of a greeting to the incoming student in the hope that, in this form better than in logical essay, it might reveal both the nature of the method and the underlying philosophy implied in a functional curriculum of higher education.

### PHILOTHYTE COLLEGE ANNOUNCEMENT

#### TO THE STUDENT:

In welcoming you to Philohtyte College we acknowledge a serious obligation to you, and through you to the generation you are destined to serve. We are not satisfied to state the goal of liberal education in some vague traditional phrase. We believe that a college, in order to achieve worthwhile results, must have a well-defined goal comprehending clearly defined objectives; and that these objectives must be directly and surely served by every aspect of college life. In short, we accept responsibility for setting up clear aims and specific objectives, and for showing you how each part of the program which we invite you to follow will contribute to those objectives and ultimately to the comprehensive aim.

We shall not assume (for it has never been demonstrated) that "courses" in any particular subjects or areas will render you either more efficient or more co-operative or happier citizens. We shall not assume (for it has been quite conclusively disproved)

<sup>1</sup> See the author's "*Four Tests for a Curriculum*," in *SCHOOL & SOCIETY*, 53: 251-257.

<sup>2</sup> See the author's "*Let Christian Colleges Experiment!*" in *CHRISTIAN EDUCATION*, 27: 174-181.

that knowledge in any field will determine your choices and conduct in that field. For example, we shall not assume that a course in chemistry guarantees that you will be able to apply the laws of chemistry to practical life, or that your own life will be richer and happier for that knowledge, or that you will prefer to use your knowledge for the benefit rather than the injury of society. Corresponding statements may be made regarding all traditional college subjects.

#### GOALS

The aim of education, we believe, should be to encourage in every student

- a) the enrichment of his own inner life, and
- b) the development of good will toward his fellow men, together with
- c) an equipment of skills, information and habits of clear thinking that will enable him to express effectively his interests and realize his ideals.

In other words education must

- a) cultivate a wide range of interests that will give zest to life,
- b) unify all values around a central concern for the well being of others, and
- c) bring within intelligent control the facts and principles that determine the environment.

To be liberal, education must liberate the spirit from selfishness and poverty of interests and the mind from ignorance and superstition.

If the College is to help you attain these goals it must clearly see the many specific objectives which, taken together, constitute such goals. Only the objectives which it clearly perceives are likely to be realized. Take a single illustration: Higher appreciation of music adds to the enrichment of life (suggested above as the first of three major goals). It is the business of the College, then, to know how to cultivate higher appreciation of music. So with each specific objective. The list of capacities for appreciation must include art in various forms, as painting, sculpture, architecture; literature in its many forms—fiction, poetry, drama, essay; athletics or wholesome physical exercise; spontaneous play;

social fellowship. It is the business of the College to know how to cultivate higher appreciation of each of these interests which, taken together, assure the enrichment of the individual life.

The Education Policies Commission in a carefully studied and widely publicized report, *THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY*, includes among the objectives of self-realization *intellectual interests, esthetic interests, health habits and character*. "The educated person," says the report, "has an appetite for learning and mental resources for the use of leisure, appreciates beauty, protects his own health, knows the satisfaction of good workmanship, gives responsible direction to his own life."

Good will toward one's fellow men is not an abstraction to be implanted directly as a single trait. It is the blending of myriad interests and standards and ideals. The enjoyment of communication enters into it; satisfaction in team work contributes to it; courtesy, and a sense of justice, and sincerity, and good sportsmanship, and chivalry enhance it. All the elements that comprise the democratic spirit are a part of good will; for it is more than the democratic spirit. It is more than tolerance; it is more than a high esteem of human rights. It is achieved only when one has acquired a genuine sense of pleasure in the welfare and happiness of others.

Among the several aspects of good will listed by the Education Policies Commission are *social justice, tolerance, devotion to democracy, respect for humanity, friendship, co-operation, courtesy and appreciation of the home*. "The educated citizen," reports the Commission, "is sensitive to the disparities of human circumstance; acts to correct unsatisfactory conditions; respects honest difference of opinion; acts upon unswerving loyalty to democratic ideals; puts human relations first; enjoys a rich, sincere and varied social life; observes the amenities of social behavior; maintains democratic family relationships."

Somewhat different in wording but similar in spirit were the conclusions reached in a conference on Democracy and Education at Teachers College, Columbia University, in 1940, as reported in the *NATIONAL EDUCATION JOURNAL* in October of that year. According to that "creed of democracy" the democratic spirit implies that human rights are more important than prop-

erty rights, that personal comforts must be sacrificed when required for the general welfare, that the appeal to reason is better than the appeal to force, that all men are improvable and entitled to maximal self-development. The democratic spirit respects the personality of every individual whatever his origin or present status.

Assuming that a wide range of interests and a high sense of altruism were cultivated in every member of society, these would not assure rich, meaningful living for all and ideal fellowship among them unless everyone possessed the skills necessary for all the implied activities, the information required for efficient performance, and the logical judgment essential to correct choices. The music-lover with unskilled fingers can torture himself and others with discords; the honest salesman unskilled in numbers can unwittingly short-change the customer; the best intentioned economist can draw false inferences from accurate data. Every act, however worthily motivated, demands high skill, adequate and reliable information, and sound logic, or it may impoverish rather than enrich life.

In this area the Education Policies Commission sets up several specific goals, among which are *speaking clearly, reading efficiently, writing effectively, calculating accurately, knowing basic facts relating to health, knowing the requirements and opportunities for acceptable jobs, attainment of efficiency to assure success in chosen vocation, intelligent budgeting of income, informed buying, critical judgment in the face of propaganda, understanding of social structures and social processes, and economic literacy.*

We propose, then, as our part in your further education, to surround you with a carefully planned environment (a) that will help to cultivate in you a wide range of enriching tastes and interests to the end that you may appreciate and enjoy many forms of art, of music, of literature, many aspects of Nature, many phenomena of science, the thrill of understanding the laws of the physical and biological world around you, and the principles that control the social and moral world in which you live, association and fellowship with all sorts of people; (b) that will help to give you a lively concern for the welfare and happiness of all your fellows, and a sense of being at home in a Universe characterized by Reason and Beneficence. (c) We propose that this environ-

ment shall stimulate your best efforts, under conditions of maximal efficiency, to master the skills of communication that will enable you to fellowship with minds of many interests and types, some of whom think and speak and write in other languages than your particular vernacular, to master the skills of number and quantity to meet your every reasonable need, to master skills of artistic expression that will serve as vehicles of your acquired artistic interests.

We propose further that this environment shall contain, with the utmost realism, such challenges as you will meet throughout life, in the form of novel situations and typical problems whose solutions you will recognize as urgent, and which will require of you mastery of wide ranges of information in every area of life, and the exercise of the highest ingenuity and creative imagination, of the most rigid logic and the most faithful checking of conclusions.

For these masteries we stand ready to offer guidance and counsel whenever that will serve and strengthen your personality. We stand ready to help sharpen the pattern of your problems so that you will not mistake confusing phrases for significant problems; to help you find information that will contribute to the solution of your problems without fruitless waste of time and effort; to share with you in the democratic process of discussion when you have tentative solutions to check; and to suggest areas of life in which your findings are likely to apply.

This means, you cannot fail to discover, that we shall (a) hold you responsible for a quality and extent of scholarship no lower than the most exacting colleges that assign lessons, (b) designate readings, and (c) set tests of mastery in carefully partitioned areas. But we believe you will meet and surpass these academic standards, not in pursuit of grades and credits, but of answers to vital questions that you are persuaded you must answer in order to live up to the standards of your heritage.

#### CURRICULUM

Because the problems involved in successful living grow clear and challenging only in the process of actual living—living under unsheltered conditions where one must accept the consequences of his choices, we recognize the obligation of the college to dramatize

somewhat the problems and to set up conditions that favor un-wasteful attacks upon them. To this end we are arranging scheduled conferences in each of the major areas of human concern. Uninterrupted periods of reading are essential to the serious study of any problem; you will therefore be free to read without conflicting assignments, from 9:00 in the morning until 3:30 in the afternoon on Mondays, Tuesdays, Wednesdays and Thursdays. (Area Conferences will be held on different days by different teams. The following schedule is for your Team A.)

**MONDAYS, 3:30 to 5:00, HUMAN SOCIETY.** Conferences on the results of various methods of social control and social fellowship, as practiced in different periods and by different groups. This will necessitate knowledge of the main trends in human history of the nature of social and political institutions, of the forces that control social trends, of economic laws and of the relation of conduct to well being.

A tentative series of related topics will be offered, so that the total picture may be as systematic as possible. But substitutions will be approved whenever a vital problem offers promise of greater value as the core of any week's discussion. Discussions will normally be opened by reports from sub-committees which have undertaken studies of particular problems (as suggested below). Area Conference groups will be limited to such size as will permit general participation and vital discussion.

In connection with the outline of problems and topics (which will include such questions as educated people need to be able to answer) recommended readings will be listed. You are strongly advised to devote Mondays to the study of problems of human society. You will then be ready to contribute most to and to receive most from the Conference scheduled for Monday afternoon. Some member of the Faculty of the Social Science Department will be available for conference in the Conference Room each hour on Mondays. It will be appropriate for sub-committees working on special topics or problems in this field to hold committee conferences with their Faculty Counsellor after luncheon on Mondays.

**TUESDAYS, 3:30 to 5:00, SCIENCE IN THE MODERN WORLD.** Conferences on the principles of scientific method, methods of research adaptable to any particular field, areas in



which the human race has been most vitally interested, and findings which affect human life and happiness. This will necessitate familiarity with pioneer efforts in all major fields, factors which have favored success, applications of scientific knowledge to the solution of human problems, areas needing further aid from science. Students will be encouraged to discover typical problems which will serve to illustrate basic principles; such projects to serve as means of mastering the scientific method with minimum expenditure of time.

A sampling of the questions, problems and projects with which intelligent people in a scientific age need to be familiar will be supplied, together with suggested readings that will throw light on each question and problem. But every encouragement will be given to resourcefulness in the formulation of problems, the planning of projects and the assembling of significant information. A few concrete suggestions are offered below. You are strongly advised to devote Tuesdays to reading and experimenting in the field of science. Some member of the Faculty of the Science Department will be available for conference at each hour Tuesday afternoons. Laboratory attendants will be available at all hours on Tuesdays.

**WEDNESDAYS, 3:30 to 5:00, LITERATURE.** Reports, book reviews and discussion of literature as a vehicle for the expression of human feelings and the communication of ideas; characteristic emphases of different periods and cultures; adaptations of types of varying purposes; relation of style and plot to literary effect; importance of literature as a channel of recreation and means of enriching personality. This will necessitate a knowledge of the main contributions of each period in each country that has fundamentally influenced American culture, familiarity with the canons of literary criticism, and wide acquaintance with the style and content of many writers. Creative writing of every type will be encouraged. Programs to which the public will be invited will be arranged, on which literary inventions of special merit will be read.

A list of selected questions and topics will be supplied, together with a list of readings with which every cultured person should be familiar. You are strongly advised to devote Wednesdays to reading great works of literature and related discussions. Some

member of the Faculty of the Department of Literature will be available for conference each hour Wednesday mornings. Individual appointments should be made for conferences on book reviews, criticisms and original productions. As far as possible these should be adapted to and utilized in student programs and publication projects.

**THURSDAYS, 3:30 to 5:00 (First Semester only) VOCATION AS SOCIAL SERVICE.** Conference on opportunities for serving the common good in various professions and vocations, depending on tests of capacity, aptitude and traits. This will necessitate a study of needs and opportunities in major vocational fields, conditions of work and promotion, income, nature and extent of morale-building satisfaction offered, and abilities promising greatest success in each field.

Lists of readings regarding various aspects of many professions and vocations will be available. You will be given a battery of tests the results of which you are encouraged to take into account in making a final choice of a life calling.

While these group conferences on vocation will be limited to the First Semester you are free to discuss aspects of vocational choice with individual counsellors at any time throughout your course.

**THURSDAYS, 3:30 to 5:00, Second, Third and Fourth Semesters, PHILOSOPHY OF LIFE.** Conferences on the fundamental questions regarding the nature of the universe and the meaning of life which have challenged the human race for centuries. Such questions cannot be answered without some acquaintance with the historic development of philosophic thought, the nature of persistent philosophic questions, and the answers proposed by great minds in many generations.

Lists of questions and recommended readings will be available. During the second, third and fourth semesters you are asked to devote Thursdays to reading and creative writing on topics contributing to your philosophy of life. Conferences will be opened by presentation of prepared statements and committee reports. Oral discussion will be limited to those who have previously submitted written statements on the topic of discussion, except by special permission of the chairman.

**FRIDAYS, 9:00 to 12:30, Preparation for STUDENT PROJ-**

ECTS. This period will be reserved for such counseling as may be desired in connection with student enterprises covering the widest possible range, as dramatics, debate, forums and other literary programs, vocal and instrumental concerts, pageants, journalism, contests, parties, and exhibits of drawings, paintings, sculpture, ceramics, and other art products. Faculty counseling will be available for such activities, on the theory that they are a part of the sort of life in which every cultured man and woman ought to participate efficiently and to enjoy. It well illustrates the philosophy upon which the entire curriculum is based: the curriculum consists of the entire series of experiences through which the college guides the student, in the interest of the best possible performance and greatest possible enjoyment. These activities, no more and no less than those listed for the first four days of the week, constitute areas in which improved mastery favors improved living. It is appropriate, therefore, that the Faculty should be available for counsel wherever needed. In these areas no less than in those more closely associated with academic tradition the College has a right to ask its students not only to seek a high standard of performance but to improve as a result of performing.

Preparation for carrying out student projects will not be limited to Friday forenoons; in fact, most of the preparation will be made at other times. These are the hours during which Faculty members will be available for counsel on all sorts of student enterprises. These are appropriate hours for student committee meetings for planning projects. Every possible tie-up between these projects and masteries in the traditional academic fields should be sought. Friday morning is the ideal time to plan for such inter-functioning of study and activity.

#### COLLEGE AND LIFE

The Conferences listed above will provide for reports of reading and research of every appropriate type. Committees will be encouraged to study specific problems and report to as many Conferences as may deal with aspects of the problem. For example, in exploring a vocation the scientific principles utilized, the health hazards, sources of raw materials, and opportunities for research should be reported to and discussed by the Conference on SCI-

ENCE. Need of control or regulations, license and taxation, labor problems, and contributions to human welfare should be discussed in the Conference on HUMAN SOCIETY. Conditions of admission and success, opportunities for promotion, factors affecting morale, extent and fluctuation of employment and income should be discussed in the Conference on VOCATIONS.

In studying the problems of health several topics would be appropriate in the Conference on HUMAN SOCIETY, such as cost to society of sickness and accidents, social responsibility for care of sick, health regulations, certification of doctors. Several other aspects of health would belong in the Conference on SCIENCE. Opportunities in the medical, dental and nursing professions, and in management of health resorts, hot baths, gymnasiums, hospitals and other health occupations should be studied in the Conference on VOCATIONS.

Aspects of modern home life, such as budgeting, buying food and clothing, art in decorating and dress, hospitality, diet, psychology of marriage, child care and family health are all highly important problems of real life; they belong in several different but obvious Conferences.

Esthetic interests are probably best cultivated by participation in artistic activities, such as glee clubs, orchestras, poetry and drama workshops, painting and sculpture projects. Encouragement of self-expression in many such avenues, under such guidance as may be desired, has already been assured in connection with the STUDENT PROJECT program. After dinner speeches of various sorts will also be encouraged daily following dinner in the dormitory; these will serve to motivate improvement in voice, vocabulary, style, ease in extemporaneous speaking, the refinement of manners in public gatherings and other personality traits, as also the developing of critical judgment in propaganda analysis.

FRIDAYS, 2:00 to 5:00, SOCIAL SERVICE PROJECTS. Wholesome community life depends upon co-operation and fellowship; also upon public spirited leadership. Cultured men and women must provide the largest part of this leadership. This is no sacrifice; the rewards are adequate. Nor is it an accident; leadership in cultural activities combines natural abilities with cultural attainments.

This College holds training in community leadership a vital and essential part of its obligation to its students and to the communities in which they will earn their livelihood. Guidance in community service will hold an equal place in our program with guidance in student projects. The more systematic aspects of that guidance will be given on Friday afternoons.

You, and every other member of your class, will be expected to participate in some project that will improve the community in some way, at some time between Friday noon and Monday morning. You have a right to insist that this service shall be an educative experience. We are equally concerned that it shall be. We shall therefore provide a maximum of guidance at the start, and all the help you need at all times. Because such activities may be new to some students we recommend that students carry out their service projects in terms of two or more. You are asked to exercise the greatest freedom of choice as to the type of project which your team will undertake.

Some of the typical opportunities that await help from this student body are: glee clubs and orchestras for children with musical talent, at present overlooked; art clubs of many types; juvenile journalism clubs; all sorts of hobby clubs; social clubs for all ages; nationally organized movements of which the Scouts are but one of more than a score; older groups in guided forums; community improvement clubs.

Your suggestions regarding needs and opportunities will be welcomed. Enough preliminary field work will be done to locate needs for those who have no projects to propose. Types of service and specific locations will be listed. You will be asked to sign up first, second and third choice of types. When you have noted the names of others indicating the same preferences you are free to select a team-mate.

Friday afternoon Conferences will deal with immediate specific details, then with principles of community leadership, including laws of dynamic psychology, principles of social psychology and methods of conditioning attitudes. Reading references on all these topics will be available. Conferences will include discussion of these basic problems.

Your team should arrange with the immediate sponsor of your project regarding reports of each week's activities, including any

matters that call for definite planning before the following Friday afternoon.

COMMUNICATION is a basic factor in human fellowship. Civilization is impossible without it; culture is favored by every improvement in arts of communication. The liberally educated person needs to use acceptable language, following approved grammatical forms; to speak distinctly in a pleasing voice. Most educated people wish to be able to read and converse in another language. Certain number skills are also minimum essentials to liberal education.

All these abilities are skills, and must be acquired according to laws of skill mastery. Drill is one of the main elements in acquiring skills. Short periods of concentrated drill are most effective; the conference method does not lend itself to these attainments. Provision will therefore be made for brief daily drill periods in voice control, grammatical usage, vocabulary enlargement, mathematical skills, and foreign languages. In general these will be held in the morning. The following further schedule is therefore provided:

EVERY MORNING, 8:00 to 8:25, and 8:30 to 8:55, DRILL PERIODS for mastery of skills in areas agreed upon in conference with adviser.

Traditions cannot be wholly ignored. You are in a country where college education has been available for more than three hundred years. Tradition has grown up to a point where a college diploma is assumed by many to indicate mastery of areas of knowledge pre-determined by scholars trained in the academic tradition. While your education will depend on your mastery of the problems which you face, your reputation at the beginning of your career may have to be supported by formal proof of your academic achievements. When you apply for admission to professional schools this is quite certain to be the case. We shall, therefore, for your own protection, provide checks by which you and all whom it may concern can compare your masteries of subject matter with those of students in traditional colleges.

EXAMINATIONS covering minimum readings designated by the Faculty of each department will be administered at the end of the second year. We shall also administer a test of general knowledge prepared by a national board and standardized for



students completing the sophomore year of accredited colleges. Any who prefer to judge your achievements by these tests rather than by the record of adjustments you have made to practical and varied life situations may have access to your record in terms of your rank among all who take the tests in this and other colleges. For yourself, you will know that the range and intensity of interests which make life rich, the concern for the welfare of society which motivates your choices, and the efficiency with which you are able to meet the novel situations in life are at once the evidences and the only significant rewards of your education.

## SOME PARADOXES IN AMERICAN EDUCATION

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### *Apologia*

**T**O MY readers and students: Consider these paradoxes present in an intended ideal atmosphere for intellectual development: recall if you will that they were prevalent in "our day" too. We didn't do anything about them either!

#### PARADOX 1

*Evidence of academic intelligence is unpopular.* Plato, Pasteur and Shakespeare are not even a close second to Alley Oop, Buck Rogers and Joe Louis. Scientific principles and economic data are drudgery, but the football scores are memorized with ease. New additions to the slang of the day are more sought for than a good English vocabulary—the latter calls undue attention to an effort at intellectualism. The successful matriculation of fraternity "hell-week" is approached with pride but the same boy may cringe if anything stronger than pabulum is served to him in the classroom—in fact the professor is "tough" if he does not excuse him from the mid-term when it conflicts with the initiation. How often we hear "I knew the answer but I didn't volunteer to give it because I would be razzed—they would soon term me 'the brain'"—"it is polishing the apple to continue the discussion after class." This atmosphere is all too prevalent.

And now another—

#### PARADOX 2

*College is the place where a student is willing to pay the most and get the least out of it of any place in life.* Consider this test—a professor announces that no class will be held the following day—how many protests or petitions will he have to hold that class? Do we hear—"We have paid our money and we want our money's worth"—is that the argument? Or how many petitions are ever made for longer assignments or more tests, or

more outside reading assignments? A few, but by far so few that they are a surprise rather than a commonplace.

And now another—

#### PARADOX 3

*Man is willing to test his physical self but is reluctant to test that which distinguishes him from animal—his mind.* Consider this test: Choose 22 red-blooded young men in the fall of the year; let them practice football three hours a day, five days a week and it's fun, it's a game, it's a kind of heroic campus effort. When the testing time comes—the big game—they all want to play—strong young men have been even known to shed tears if they don't get to "start." But put those same young, red bloods in the classroom one hour a day for five days a week and at testing time they moan and shudder—they will skip it if you will let them! In their defense shall we admit that we did the same thing when we were in college! Why? It's a thrill in the athletic sideshow which college life allows to appear to be a main show—but alas, the real heart of academic life from which we should draw our greatest thrills we have allowed to be known as drudgery, a thing to be endured—for it we have no cheerleaders, no bands, no flag-waving—we thrill to a test of our animal selves but mental tests have no popular appeal.

And still another—

#### PARADOX 4

*The expected college life is abnormal.* The conditions described above are the natural sequence of this fact unless other influences predominate. It is *not normal* for an 18-year-old boy to be *naturally* thrilled with lectures four hours a day five days a week and to sit at a desk from seven till twelve o'clock five nights a week concentrating on preparation for the next day's quiz. But that is what most college deans tell the freshmen is expected of them and it's printed in the college catalogue and in the study guides—two hours of outside preparation for every hour of class meeting. Yes, and the parents who are alumni of the system expect it of their kids—it was abnormal for them but they expect it of this generation!

#### PARADOX 5

*Mass education on the college level is abnormal; but "illiteracy must be stamped out."* Hence paternalism in education re-

sults. We are told that there is no learning without interest; but the masses in general do not have the yen to learn; we therefore, "train" rather than "educate" or "tell" rather than "teach." Soon we come to judge the community we have created as one in which there is an absence of illiteracy rather than a high proficiency of usable and useful knowledge.

And another—

#### PARADOX 6

*Our objective is to "teach people to think,"* but we are told that only five per cent of the people think, five per cent think they think and the rest refuse to think at all. My philosophy friend says that at best only 50 per cent of the students in a large university could be made even average logicians.

And the last—

#### PARADOX 7

In spite of these paradoxical circumstances the graduates of American Colleges include Comptons, Ketterings, Roosevelts, Holmeses, Frankfurters and other leaders of democracy and science and industry. "Do they result from our present educational system or in spite of it?" asks the skeptic in view of the above facts.

Who is to blame?

The whole college atmosphere is to blame.

The freshman usually has more intellectual curiosity the first two weeks he is on a college campus than any other time in his college career (there are exceptions to be sure). From then on the campus sideshows make their due dent, low grades are justified "because the 'prof.' grades on the scale," the fraternity requires him to be an "activities man," classes become necessary nuisances and there is more campus glory (at least as described and given space to in the college paper) in making a sports letter than in making Phi Beta Kappa. These are the things that the students and faculty talk about, that the parents and alumni ask about—not "what have you read" or "what are you studying"? To them the football coach, if he has had a successful year, may be more of a drawing card than the prexy—his "gravity trail" among the alumni and city service clubs and high schools is a hectic one—why doesn't the freshman realize a football letter

is more important than a "four point"? Most every university has more money invested in a stadium and field house than in cultural centers of music, fine art or student assemblies or chapels. The college atmosphere directs it—it is to blame—alas, another paradox.

What is the solution?

Any solution cannot presuppose a revolutionary reorganization of campus organizations, publications, faculty or alumni—that is too radical for all but a handful of colleges. The solution must be found in a kind of reorganization of each individual's motives and perspectives. The solution is mainly in the atmosphere the individual student creates around himself and with which he pervades the group of his associates—and that individual is the freshman as well as the senior; the faculty, the alumni, the parents—yes and the directors of the campus sideshows can and must help—no one group can do it alone.

The use of survey courses has been tried by many colleges as a means of giving an overview or perspective and hence a challenge to the student for better work—but they are not the complete solution to this problem.

The elements of progressive education give a clue to the solution but again not the complete answer.

To admit that there is no learning without interest is the place to start but not to stop. One must also admit that an interest, an enthusiasm and even a pride must be created in doing things that are or may be a dull-routine-drill-type. These things are present in every curriculum (the spelling lesson or multiplication table for example) even with the best teachers—they also occupy a large part of the time and effort spent in any good profession. It's dull and uninteresting for a lawyer to draw up a will, for a minister to have to convince Joe that he ought to be better to his wife, for a farmer to plow a 40-acre field or for a physician to do a blood count. But these things have to be done. It is not normal to be interested in them—an interest has to be created and maintained. In many respects a social consciousness is in the same category for many people!

And the student (not the teacher alone) must create that interest—the teacher can and should help—that is part of his job—but if the student does it for himself he will be more interested

in it. Why?—because of this queer bit of psychology, namely, “a person is usually more interested in what he himself thinks of doing rather than what he is *told* to do.” Let me illustrate. On my way home from work, one bitter cold December evening, I saw my neighbor’s little five-year-old boy, Jimmie, shooting marbles along the ice-covered gutter in the street. His little hands were red, his coat was unbuttoned, his ear lugs were flapping, he could not help but be cold, but he was having a grand time *doing what he thought of doing*. Had Jimmie’s mother insisted that Jimmie go out in the bitter cold and shoot marbles it would have been bitter punishment for Jimmie—but Jimmie was having a good time *because Jimmie thought of it and made a game out of it*. And that is the crux to the solution of the paradox in American education. There is no learning without interest but to be interested we often have to learn to play a game on ourselves to make things interesting (some people call that *self-discipline*; others, *directed stubbornness*). When one begins to do that he creates an atmosphere of interest about himself and so permeates the group with which he associates. This game will probably take different forms with different people. It can be in the form of pride of achievement, competition, co-operation or many others.

An illustration of one form of mental device to develop this interest comes from the story of President McKinley’s college days. As the story goes McKinley stood well in his class but not at the top. He noticed that the boy who led his class was still studying when he (McKinley) went to bed. So he resolved to keep studying longer than his competitor—and he did—he studied on past the time that the other fellow blew out his light; he soon passed him up in the classroom. This is just a simple incident but it was one man’s way. There are many others. In fact if the students would even apply in the classroom the slogan of any good coach on the football field that the “best offense is the best defense” much progress would be made. These are trivial to the main objective of “*yen to learn*” but they may help and a listing of them is another story which may be helpful to many students.

This game is simply a part of applied psychology which can start a whole new train of possibilities in mental processes to



help him live a normal life in an abnormal atmosphere—to help him swim against the tide. College life then becomes normal; the football linesman coaxes to have the tough questions come his way just as he dares the opposition to try his side of the line; the yen to learn is there, assignments are a thrill, paternalism is unnecessary and intelligence is again on its proper pedestal. That is the secret of why some of the graduates of our American colleges are Comptons, Ketterings and Frankfurters—they *learned to make the dull interesting and the interesting worthwhile*—they did not depend on a high-salaried teacher to develop a system of progressive education to interest them so they could learn; they did what you and I can do *learn by remembering Jimmie's method of developing our own necessary systems of progressive education*. With that I predict the paradoxes herein described will vanish—probably to be replaced by more interesting ones.

But now—

Who is doing anything about these on our doorstep?

## THE NEGRO COLLEGE AND WOMEN'S EDUCATION

WILLA B. PLAYER

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**W**HILE education to achieve its true value should be pursued in a mixed environment, there are certain aspects in the training of Negro women which would be neglected if left to chance attention in the white college of today. Advanced education should prepare every young woman to earn a living; it should help her to become an efficient homemaker; and it should train her for leadership and worthy citizenship in the community in which she lives and in the larger world community. In preparing for a career it is important to make careful surveys of occupations to determine the vocations where women have the largest opportunities. To be truly realistic, however, in planning the education of Negro women, the task must extend itself to an investigation of the job opportunities open to Negro women. It is not only unsound but also unjust to prepare a young woman for a profession from which she is barred at the start; unless she is the unusual person who gears herself to fight to the end to achieve her purpose. Because of this situation, it is highly important for a Negro woman to have broad preparation in related areas which will fit her for jobs that lie outside of her specialized field. The danger that she may lose out in the struggle for employment because of her racial identity is a very real one.

In the area of homemaking, special attention must be given to problems of diet and disease. The Negro woman homemaker will have two major handicaps in her environment to confront. She will have far less money to spend. She will live in the poorest sections of the community under inadequate housing conditions. She must be equipped to combat disease, to care for illness in the family and to plan for adequate feeding on low income diets. As the mother in the home, she must be as creative as possible where her children are concerned in order to help them to develop an objectivity on the race question as early as possible, and to resolve the social conflicts which threaten to disorganize their personalities before they reach maturity.

Perhaps it is in the area of community leadership where the responsibilities of the Negro college woman are largest. Certainly the problems are more intensified and more difficult to solve. In most instances she will be the only trained person in the local environment—the number of college women will exceed the number of trained men—so that she will be almost totally responsible for intelligent community leadership. It is up to the woman to help modify race attitudes, to teach techniques of social action and to help create and maintain unity and integrity within the group. She must know how to deal with race prejudice in a very real sense because in her position as a member of a minority group she is a target for race prejudice on every hand.

The Negro college woman finds herself in a peculiar position in society. She is hardly accorded the courtesy which other women receive. If she lives in the South, she is treated as rudely as a man and no matter how superior she is in intellect or in economic status, she is seldom if ever accorded the title of "Miss" or "Mrs.," which she appropriately deserves. This world of prejudice is capable of robbing her of the belief in her own innate capacities, of shattering her ambition and destroying her self-confidence. This is a constant threat to her security and often taxes her stamina to such a degree that she tends to develop attitudes of dependence and inferiority. Somewhere in her college experience she must have an opportunity to develop poise, to increase her self-esteem and to establish a sense of her worth and dignity as an individual. She must experience peace and beauty in her environment and she must be accorded the respect and courtesy which is so lacking in her life on the outside. The education of the Negro woman should give her an opportunity to exhaust to the fullest her powers of expression and creativity. Her only barriers must lie in the area of her own limitations as an individual, not as a Negro. She must meet daily the challenge to achieve thorough scholarship to the end that she may destroy by her own strength the unseen chains and the unwritten laws which threaten to undermine her possibilities for becoming a number one citizen in America's envisioned democracy.

## THE COLLEGE, THE TEACHER AND FREE SOCIETY

ARTHUR G. COONS

PRESIDENT, OCCIDENTAL COLLEGE

**T**HE directions which this college should take in the years immediately ahead will be suggested to us by (1) our history, (2) our character at this moment, (3) our sense of values, (4) the opportunities available to us and (5) our awareness of needs. We have been and are a college of the liberal arts and sciences founded on Christian inspiration and purpose, possessed today of an atmosphere of Christian idealism, united in the desire to conserve all the good values descending to us from the great historic past, with its Graeco-Roman learning, its Hebraic-Christian inspiration, its Anglo-Saxon courage and stability, and its American adventure, enterprise and determination. We are devoted to discovering and applying the democracy of our culture in its manifold meanings; and no less interested in mediating to our youth and our community the knowledge which the sciences have yielded. We are located in a great city, in a growing region which yields a future and great opportunities and responsibilities. We are destined by our history, status, tradition and present vision to have a role among the leaders in the cultural development of the Pacific Southwest. May we not fail at any point to measure up to what may rightfully be expected of us.

Our first duty is to our students. If we fail in that, in high scholarship, in effective teaching, in the mediation to them of the personal individual and social concern for a high utilitarianism and relevance in all that we do, which should rightly permeate all phases of the learning process, we truly fail. No amount of miscellaneous proliferation of functions, of running hither and yon, will avail us in the hour of reckoning if we shirk our duty on this score. Our job as a teaching institution, in addition to the imparting of knowledge, is to help develop objectivity, the scientific attitude, the ability to analyze, the capacity for synthesis and to make independent judgment; to cultivate an effective and decent social sympathy, an appreciation of order and of beauty; and to stimulate the desire to turn one's life to some

NOTE: Inauguration address delivered October 3, 1946.

account which he can feel approved by his Maker. The disciplined mind, constructive thought, sentiments and feelings deeply moved by ideals but cleanly ordered by knowledge are not easy goals. The price of knowledge and the ordered mind, as our Jesuit friends and our Calvinist fathers taught us long ago, is obedience—obedience to the discipline whereby knowledge is acquired whether it be in science or in any one of the arts, and obedience to the laws of God. Each field of knowledge has its own discipline. Another price to be paid for knowledge, and for imaginative insight in its progressive application, is freedom—freedom for the mind to roam, to explore, to discover and to declare newly found truth, as our Renaissance and scientific predecessors, taught us long ago.

It is not easy to draw students out of their individual self-concern, yet the capacity to make judgments by something other than self-consideration is one of the hallmarks of a liberal education. It has never been easy to draw free men from his ignorance, his fears, his prejudices, his "mind-sets," his fixed ideas, or the easy resort to the lesser rather than the greater good.

The teaching institution must help students to find "ground under their feet." It must lead its students not out of world but into it; and with their eyes open. It must impart an idealistic view but also a realistic view. It must try to leave them believers in life, not misanthropes; decently optimistic, not caught by a self-defeating pessimism. It must look for the good and the bad—in everything. It must strive through the faculty with its many personalities, fields, emphases and interests to be fair, honest, devoted to the truth; not dogmatic, balancing neatly both objectivity and subjectivity, lest wishes dominate thought.

Our second duty is to the increase of knowledge. No one expects a college such as this, in either the arts, or the natural or social sciences, to be primarily a research institute. But research in all fields, whether primary in character or of that more secondary but highly necessary nature found in the reorganization of data and knowledge for their own more effective use, is an inescapable concomitant of any institution of higher learning which essays to embrace the ideals of true scholarship. Minds not given to probing the secrets of the unknown may easily become unproductive in teaching. The institution as a whole or

in important respects may cease to be on the frontiers of modern life. This college and its faculty and students cannot possibly explore every field, but there must never be lost the zeal to push back in those sectors where qualified the horizons of knowledge and understanding. This means that the graduate work we embrace must be maintained in strength. It means also that alert and inquiring teaching, although inevitably discovering more problems of knowledge to be solved than the time and energies of the faculty will allow to be attacked, must be sustained by the refreshment of research, scholarly writing and professional activity.

Of the third duty, that of the college to the community—a derivative—not a primary function—I shall have more to say later.

Today this college has firm foundations, not the least significantly in many important intangible aspects. It is a goodly heritage which we here are permitted to enjoy and preserve.

The college is in nobody's pocket. Its board of trustees is broadly representative of the vocations and of the opinions of modern American democratic society. The faculty is neither reactionary nor radical in educational, or political or social outlook. The college has stood well the stresses and strains of the past generation of American life.

This college unhesitatingly places itself on the side of all values that have aided in making life more humane, civilized, considerate, democratic and righteous, and we will co-operate to the extent of our ability with all institutions and agencies, of whatever honest foundation, whether motivated religiously or not, to the end of the increase of the good life of all. In our view, the least that religious persons can be is humanistic in the best or most inclusive senses of that term. That greater power which Christians possess should move them not toward divisive efforts but towards greater unity and co-operation towards the achievement of specific objectives in greater improvement in the individual and social qualities of human life. They should simply, as Presbyterians have always taught, "trust God and do the right thing."

This college is neither puritanical nor libertine in its moral view. It is not aristocratic in the possession of either a class



outlook or a special income group appeal; nor is it so myopic that it makes a penchant of spurning the principles or manners of cultivated and gracious living in our day. Though Western and the product of pioneer influences, of which we are justly proud, we have shaken off happily, as has much of our social setting, the transitional crudeness and commonness often glorified as righteous or morally superior in earlier days in the development of the West. Yet we treasure simplicity and a forthright sincerity and integrity that makes us ever watchful that our campus life shall not become ridden by the sham and the shallowness of judgment that afflict whole groups and levels of modern society.

Three passions at least should move the college and the teacher that would function effectively in a free society—a passion for freedom, a passion for rectitude, with honesty, and in particular intellectual honesty, high in the list, and a passion for social service, of aid to mankind in its hopes for better days.

We believe firmly that freedom and the liberal education that it stands for and which supports it has been and is even further buttressed by linkage with Christian purposes. For in the framework of Christian education, moral considerations must underlie all of our thinking which is not purely scientific. Political philosophy cannot escape from being basically moral philosophy, nor can economic philosophy or social philosophy or policy in international relations. A college is not a church. Our prime task is not evangelistic in the narrow sense. We are not committed to preach any particular or narrow sectarian theology. But we are Christian and we must teach; and he who tries to teach youth today without helping him to find something on which it is worth his while to stake his life, and around which may cluster all his urges and powers, is something less than a teacher.

This college has an enviable reputation for the extent of the participation of its administration, faculty and alumni in the life of this great metropolitan community and in the affairs of the region, the state and the nation. Two of our great presidents of the past, John Willis Baer and Remsen D. Bird, both by their example and by their leadership and aid firmly fixed that tradition in our life. Youth must be prepared for assuming

responsibility. Leadership in our society, in enterprise, government, labor, the church, the schools and social welfare, should increasingly go to those who are prepared for such leadership.

We dare to believe we have a task to perform in this direction giving meaning in high social utility to all our work in the arts and sciences we teach, for we must continue to hope and to labor that ours may be a society where man feels responsibility and where reason governs. It is our task in higher education to help meet the challenge presented by the great social confusion of our day lest the titanic forces now unfettered should sweep away the civilization we have known, based initially on individual dignity and freedom, before these are reintegrated into a social conception that will preserve the best of all.

Of course, in the extra-mural as well as in the intra-mural aspects, academic freedom should not be abused. The moods of understanding, tolerance, sympathy and peaceful evolution should permeate our efforts. But the extra-mural efforts are frequently misunderstood. These are troubled times. Many, many persons and groups are hypersensitive as to their own interests. Let none of us forget that the professor is also a citizen and as such has rights.

Let the professor, however, not forget that he is a professor. Like a judge, a priest, a minister or a civil official, he too has a role; a role that requires him to guard against intemperate display of partisanship, watch that he demonstrates the qualities that have made his profession and his institution entitled to the community's respect, and that have made his institution a significant force. He must be informed and an authoritative, authentic voice of the scholarship he represents and would have recognized; or he should be silent. No teacher should be tolerated who should attempt to enforce adherence to his own views.

The scholar cannot belong wholly to any age. He cannot if a scholar be wholly or merely contemporaneous, or merely activist. He has not been charged with mere defense of any given institutional system, whether religious, political, economic or social. His task is to possess and to impart learning and to develop the critical faculty and the capacity for balanced judgment.

But the professor has only the present in which to work. He must have a relatedness to life round about him. He must par-

ticipate or become sterile; but his participation must not also make him sterile. Truly he must live in two worlds: the world of time and the world of values or truth; he must live in the present, but for the future.

It has become almost trite to say that we are living in a period characterized by revolution. We must all be oriented in time. We must not close our eyes to the drift of events in the twentieth century. We must not forget the revolutions that have affected our lives in the past forty years. These social upheavals suggest that we have been living among revolutions of greater or lesser magnitude during most of this century: the Russian revolutions of 1905, 1917 and 1918; the Chinese revolutions since 1911; the Mexican revolutions since 1914; the Italian revolution dating from 1921; the German revolution dating at least from 1931; the Spanish revolution; the struggles in India, Turkey, the Near East and South America. World War I and World War II, and the long depression of the thirties, yielded revolutions of a sort. In our lifetimes we have seen revolutions also in technology, communications, transport and in the nature and use of mechanical and material power. Surely in such a time, one of an essentially ideological and philosophical conflict and crisis, we need above all the influence flowing from an increased number of balanced minds and lives.

## THE NEED FOR COLLEGE COURSES IN GEOPOLITICS

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**T**HE purpose of this paper is to suggest that each American college recognize the importance of the new phenomenon, geopolitics, by offering as soon as possible a course or courses in the subject.

What precisely is geopolitics? The geopolitics of a government may be defined as the sum total of that government's efforts to achieve its external objectives. These objectives of national policy vary, but generally include the acquisition of territory, emigration from the homeland, the extension of economic advantages, and the spread of the political system of the aggressive government.

Geopolitics by the above definition embraces geography, economics and politics. It also embraces history, philosophy and literature, for it finds in those subjects the record of ancient conquests, the expression of national or racial thought, and patriotic or ideological writings which may be used to create a popular demand for carrying out a desired geopolitical purpose. Within the home-country geopolitics encourages scientific discovery and invention. The industrial system and the military organization are readied for an emergency. Abroad the chief instruments of geopolitics are the acquisition of knowledge, openly or by espionage, and propaganda. Of the two, propaganda is the more important. It is the forerunner of the employment of arms and it will in many cases achieve the desired geopolitical objective without recourse to arms.

The name geopolitics is suggested for the proposed course, since the term is being rapidly adopted by geographers, political scientists, economists and others whose work is in any way concerned with power politics. The term suffered early disfavor because of Major General Professor Haushofer's much publicized geopolitical activities at the University of Munich. The term, however, is not German in origin; it appears to have been first used by the Swedish professor, Rudolf Kjellén, in 1917. The basic concepts of geopolitics have, of course, always existed.

Their modern formulation into a system is certainly by no means exclusively German. A Britisher, Sir Halford Mackinder, perhaps deserves the chief credit. Finally, it may be said that the name geopolitics, like many words for new inventions, or ideas or branches of knowledge, is merely a Greek hybrid. As such it should be no more offensive than the similar terms, geography, geology and geometry. Nevertheless, if objection to the term geopolitics is still felt, other terms are available. Power politics, political geography, and global strategy have been suggested. Better names may well occur to those who are planning a college course in the subject.

The objective of a college course in geopolitics should be to give the student a broad general understanding of the geography, resources, demographic problems, ideologies and aspirations of the principal nations or other large or powerful groups of peoples in the world. Especial attention in such a course is inevitably given to propaganda, the means by which an aggressive nation seeks to make another nation yield to the aggressor's geopolitical will.

Propaganda has always existed, but with the development of the several totalitarian ideologies and their carefully planned systems of external aggression, it has in recent decades become a world-wide weapon of penetration and corruption for alien exploitation. American resources are tempting. Our potential strength is an obstacle to any geopolitical dream of world hegemony. Moreover our poorly enforced immigration laws and the opportunistic yielding of Government officials to the pressure of organized minorities have together made easy the way of the spy and the alien propagandist. Readers and radio listeners have every reason to be wary, for an old and respected periodical or a mellifluous radio voice may be an instrument of the power politics, or geopolitics, of a hostile nation or ideology.

The reader of this paper may well think of several ways, apart from college courses, of remedying the present situation in which propaganda on behalf of some foreign ideology so skillfully entwines itself with fact. Publishers and broadcasters might develop a better code of ethics and morals. The Government might make a much more careful scrutiny of the income sources and the activities of alien agents, native Americans as well as

newcomers. Churches, educational associations and other organizations might survey their capabilities for resisting alien ideologies. In all these ways the people might get more facts and less propaganda in what they read and in what they hear.

The most easily established means of coping with propaganda can, however, be developed in the colleges, for in the present college organization the necessary machinery is fortunately already in existence. Furthermore the college students of today will in a few years occupy positions in which their skill in coping with propaganda may be put to proper advantage.

The first injunction to those about to give so influential a course is that they keep it free from their own propaganda. Unless this injunction is heeded, courses in geopolitics will make the situation worse instead of better, for they will merely add the authority of the college to the current widespread dissemination of error. The problem is not an easy one, for the alien propagandist realizes the prestige of the college and wherever possible will seek to influence the choice of an instructor for a course so rich in its opportunities for subversive work.

The second and related injunction is that the instructor of the course must not withhold basic facts. If, for instance, two races are potential rivals and one produces seven generations of people in a century and the other a scant four, this fact and its sequels must be stressed, not shunned. Again, as a further illustration, attention must be given to the fact of a foreign power's keeping its minorities in "autonomous" buffer areas rather than to its propaganda and "state papers" which proclaim (for readers abroad) that "discrimination" has been abolished. As a third instance, the propaganda of a dominant minority must be analyzed as objectively as a sample of ore in a laboratory. The course in geopolitics will be of value only if it is factual and fearless.

The proposed course may pose a minor though troublesome administrative problem. If it cannot be offered independently of existing departments of instruction, to which existing department should it be assigned? Is geopolitics primarily geography, or economics or politics? It is certainly all of them, and it also embraces history, philosophy and psychology. In its study of influential books it may impinge even on the field of literature,



which has not hesitated to claim books on any subject provided they are well written. College organization varies so greatly that no attempted allocation to a particular department is appropriate here.

At what academic level should the course be given? If the college offers but a single course in the field, this course should be at the freshman or sophomore level. It would be an excellent background course for parallel or subsequent courses in modern languages and geography as well as in the social sciences. If the college can offer more than one course in geopolitics, the advanced offering may be as varied as will be permitted by the resources of the college and the availability of qualified teachers.

A widespread offering of courses in geopolitics is not the answer to every pressing current problem in the field. Such an offering, however, should send into the future a generation of leaders so armed with basic facts about the various power groups of the world that they will not be the dupes of enemy propaganda or the unwitting agents of those whose goal is initially the corruption and eventually the domination of America. This happy result may well be the best service rendered by the colleges of America in the third quarter of the twentieth century.

## THE COLLEGE PRESIDENT AS PERSONNEL EXECUTIVE

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**D**OUBTLESS every college president has considered the similarities between his position and that of an executive in government or business. Probably he has also recognized that a primary function of any executive is proper administration of personnel. However, it is possible that some college presidents have not considered fully one way in which their function as personnel executive differs from that of the executive in government or business: in the college the problem is more complex, for personnel is both means and end, both agent and product.

The maintenance and administrative personnel and the faculty of a college compare in function with the personnel of most organizations, and probably surpass most in diversity. But undergraduates, seniors and alumni—the raw material and the finished product of the college—are also sizable groups of persons with at least their share of problems related to occupation.

It is apparent that the functions to be performed for the five groups are somewhat different. They may be summarized as follows:

For undergraduates—part-time employment; summer employment; vocational guidance.

For seniors—instruction and assistance in getting a full-time job.

For alumni—assistance in changing jobs; for alumni who are employers, assistance in finding suitable employees at the college.

For business and maintenance personnel—selection; promotion; salary and wage administration; efficiency rating; safety.

For faculty—selection; promotion; salary administration.

To determine how the colleges are handling the responsibilities of this diverse problem in personnel administration, a survey was recently made by the writer. A simple questionnaire was sent to the presidents of 130 principal colleges and universities, and half of them replied. The replies were distributed by regions as follows:

North East	27	North West	4
South East	14	South West	3
Middle States	14	Far West	4

Recognizing that in most colleges the president will delegate many personnel responsibilities to others, our questionnaire asked the colleges to give the name of the office or unit which handles the administrative procedures incidental to personnel administration for each of the groups. The replies, summarized in Table I, indicate a wide variety of solutions. Even for under-

TABLE I  
HOW THE COLLEGES ADMINISTER PERSONNEL

	Part-time work	Vocational guid.	Placement seniors	Placement alumni	Empl. junior faculty	Bus. & maint. emp.
President .....	4	.....	.....	.....	14	9
Deans .....	14	19	4	4	13	3
Registrar .....	2	1	1	3	.....	.....
Business mgr. or comptroller .....	3	.....	.....	.....	.....	36
Dept. heads .....	.....	.....	.....	.....	30	4
Placement office .....	21	20	37	37	2	.....
Student aid office .....	15	2	.....	1	3	.....
Counseling office .....	.....	11	.....	.....	.....	.....
Alumni office .....	2	.....	3	10	.....	.....
Personnel office (non-academic) .....	.....	.....	.....	.....	2	11
Other office .....	3	.....	15	6	2	1
None .....	2	13	6	5	.....	2
Total .....	66	66	66	66	66	66

graduates, the majority of the colleges have separate arrangements for giving assistance in part-time employment and for vocational guidance. In 14 of the colleges, deans are responsible for part-time employment and in 13 there is no provision for vocational guidance. However, 37 of the colleges do have placement offices which function for graduates and alumni and the majority of these offices are also given responsibility for part-time employment or vocational guidance or both. This is the strongest measure of agreement found and, as will be indicated later, there seems to be a trend toward such centralization of responsibility.

Since the need for personnel services for undergraduates, seniors and alumni usually fall at different seasons, it is likely

that there is administrative economy in the centralization of these functions. Also, contact with students during the undergraduate period should be of value to the office placing them in full-time positions after graduation. It appears also that centralization of responsibility for vocational guidance and placement would have the additional advantage of encouraging attention to possibilities for employment when guidance is being given and attention to the student's abilities and interests when he is being placed. Certainly it is desirable that both aspects be kept in mind when the guidance and placement functions are being performed.

The selection of faculty members is not a very big job in normal times, and it is usually handled by department heads, deans and presidents without difficulty. It would appear, however, that in larger institutions they might appreciate assistance in locating and employing junior faculty members, laboratory assistants and instructors. In two colleges such assistance is given by the placement office and in two others by the personnel office which functions for business and maintenance personnel. For the most part, however, the function is performed by department heads, deans and presidents without such assistance.

Of the 66 colleges, only 11 indicated that they have personnel offices for business and maintenance personnel. Eight of these gave the number of such employees. The figures range from 450 to 4,792 and the average number of employees, exclusive of faculty, is almost 2,000. These are obviously the larger institutions and the figures doubtless include personnel for all branches of the universities.

Sixteen of the colleges have contracts or negotiate with unions. There has been an increase in such activity since 1941 and an increase in nonacademic personnel offices.

Courses in personnel administration or industrial relations are given at 47 of the colleges. However, the teachers of these courses have no responsibility for personnel administration or industrial relations in most of the colleges. In 13 of the 47 they do. Is it possible that the colleges are overlooking specialized personnel on their own faculties? Or are the teachers reluctant to assume such responsibilities?

The years since 1941 have been a period of change in personnel

requirements and practices in many colleges. Our questionnaire asked, "Please indicate briefly what changes, if any, have occurred in these respects since 1941 and what others are anticipated." Some of the outstanding comments are given in the following paragraphs.

**Regarding placement offices:**

Boston University—"Since 1942 the University has maintained an All University Placement Service, prior to which the various colleges carried on the functions."

Bowdoin College—"Placement Bureau put into effect, 1944."

Furman University—"Vocational advice to students has been expanded and course in psychological principles of personnel begun. Addition of staff member in personnel has been authorized."

Princeton University—"Princeton has recently set up a Summer Placement Office, the aim of which is to place its undergraduates in summer jobs related to their course of study in order to give them a taste of their future professions."

**Regarding personnel administration for employees:**

University of California—"Personnel Office established in 1942 to classify positions, to equalize salaries paid in equivalent nonacademic positions, and to set up and maintain fair salary scales."

Columbia University—"A. Personnel Office for maintenance employees organized in July, 1944, under the Comptroller. A Committee has studied and proposed a central personnel office with a director reporting to the President. No final action has yet been taken."

"B. Contract was negotiated with Transport Workers' Union on October 22, 1945."

University of Maryland—"Appointment of a full-time Director of Personnel, 1946."

University of Minnesota—"The Office of Civil Service Personnel was begun December 1, 1942. Its establishment grew out of the fact that labor relations had become critical and there had been a short strike of service employees (one and one-half days)."

Tufts College—"Our grounds and buildings force was unionized during the war."

The information supplied by the 66 colleges indicates a definite trend in the direction of recognition of personnel administration as a specialized field and of the centralization of personnel functions. Only one college has centralized all personnel administration in a single office, but ten colleges have a single office for all student personnel matters and four of these have been established since 1941.

The trend observed is in line with developments in government and in business. For in the past decade both have increasingly recognized that personnel administration is a specialized field. In performing the functions of selection, placement, job analysis, wage administration, efficiency rating, training and safety, it applies knowledge from several separate sciences and develops techniques peculiar to itself. And it recognizes that the proper performance of these functions is an art—that they cannot be reduced to a mere routine. A skill in diagnosis and treatment similar to that of the physician is necessary if an organization is to be healthy and sound in its human relationships.

Regardless of educational philosophy, practically all colleges recognize the responsibility of helping the student to work out his occupational problems and the practical necessity of sound administration of college employees. The chancellor of one large university has considered creating three vice chancellors: one for instruction, one for business and a third for personnel. Such a division of major functions should clarify many administrative complexities. For the most part the functions of instruction and business have been rather clearly defined. Possibly the definition and unification of personnel services is the next step to be taken.



## WELCOME TO COLLEGE

JOHN MURRAY

PRINCIPAL, UNIVERSITY COLLEGE OF THE SOUTH WEST, EXETER, ENGLAND

I HAVE called you together, and especially the newcomers, from the schools and overseas and the Forces, in order to welcome you. The last, the men and women from the Forces, to whom a great debt is owing, are a novelty of good hope in Universities. The ritual of College welcome, as you will have observed, is lengthy. The Wardens have welcomed you, the Deans too in their different way, the Registrar, our financier, in his, and the President of the Guild also, I expect. You have undergone the scrutiny and the comments of senior students. It is a long course of welcoming, but this is the end. Its timing is no accident. For it is the end of arriving too, of that novel experience compounded oddly of pleasures and doubts and pains—exciting, disturbing, distracting. No wise newcomer protracts his arrival unduly: he becomes one of the family with the least loss of time, and sets to work. The unwise newcomer will know and be known at the opening ritual of next term. For a university is a place of study, and the fruits of study mount up cumulatively. The arrears of delay and neglect are also cumulative. The straggler's chance of catching up is small and brief.

I ask you who have joined the College to consider what a University is, what study is, what education is. These are serious questions, and the answers are still in the making. Not many of you, probably, probed into them, or reached entirely satisfactory answers before deciding to join the College. You had a motive, and you took the rest on trust. The motives that bring students into Colleges are to be praised rather than blamed, though they are often inadequate, and sometimes mistaken. Time and work cure those faults. They are the common faults in human enterprises. The entry motives yield easily to the deeper understanding which experience brings.

But what is study? Not quite what it may have seemed at school. It is easy and natural there to rely on the authority of teachers and manuals, and to think of study as absorption.

NOTE: Principal's Opening Address delivered October 31, 1946.

Heavy calls are made on the memory: and in those susceptible years the memory is ready for them, and equal to them. The influence of examinations, again, exaggerates the role of memory. But memory is a lowly part of the mechanism of mind, embedded in the basement: it works best when least thought of. It serves the true agencies, intelligence and imagination, from behind and below, as it were. If they are dim and weak, they will have little to place in memory's keeping. Memory can never be the key faculty. Mental growth and strength come by the force and glow of vision. And this vision is something done, not something suffered: it is a personal initiative, an original and responsible act. A man or a woman, surely, is seldom more responsible than in reaching out gropingly, anxiously, resolutely towards a truth or a meaning. It is temptingly easy to be uncritical, to let hearsay filter in untested and occupy the mind. But that is the degradation of belief. For belief is conduct, and conduct is a matter of conscience, and conscience is the individual in the act of straining all his powers to reach his own view, clear and firm, of the right or truth of a matter. Whoever may choose to believe slackly at second-hand, from hearsay or gossip or a fashionable opinion, the student's aim is higher and stricter. He is a discoverer. He must search things out for himself, in the company of his teachers and masters, and on their plane of working. Others may appropriate the results by some short-cut. The true student keeps with his masters all the arduous way.

Those of you who come direct from school may find the doctrine of responsible belief a stumbling-block. The absorptive attitude yields slowly and almost painfully to the critical. Time will help the cure. Those who come from the Forces have had a training in responsibility. They have striven and lived through emergencies which made the ultimate claims on clear thought and precise action. Many a man and woman perished in answering those claims. The lessons of warlike action, intrepid deadly and violent, and the habits of concentration will serve on this green and safe hillside as on the field of battle.

And what is education? What at any rate did it seem at school? An absorptive process that went with an eye on the clock, and was governed by examinations. The examinations themselves were governed by shortage of staff, and surplusage of

subjects, and by the clock. In this well meaning mechanized scheme, worked at pressure and in the spirit of emergency, the individual needs of young and growing minds are not fully met, to say the least. At the later stages still less: the scheme narrows and tapers to divers specialist points. Nature expands in those adolescent years, but education contracts. The tyranny of examinations brings education curiously near to exploitation. But the reaction has set in, and the outlook is hopeful. It is in the individual, of course, that the educational problem centers. The task is to assist his inborn powers, of judgment, action, enjoyment, creativeness. The key lies within, in his endowment of imagination, the inner light, or half-light or quarter-light, by which he advances gropingly from perplexity to assurance. It is the characteristic moment of mind, this dawning sense of what a thing is, or is likely to be, or of what it means, or of its linkage, or of how it can be done or made. The step from not seeing to seeing, the first flush of fore-knowledge, the instinctive foreshaping, is an unique event, a miracle, were it not incessant. Minds differ in nothing so much as in richness and vividness of such presentiments. None lacks imaginations, or lacks various forms of it. The craftsman has it in his fingers, though elsewhere too: he knows what can be done with his tools and material, and what cannot. The imaginative sense of inner connexion makes the scientist, just as the intuitions of bodily co-ordinations make the athlete. In various constructive and persuasive forms imagination makes the artist. The rarest imagination, perhaps, is the mathematical. The commonest, and perhaps on that account the least carefully cultivated, is the social imagination. The field of imagination is as wide as human activity. If all this is true, what is the task of schools? It cannot be to dominate young minds, or to constrict their motions, or to force the pace, or to canalize the flow of energy in artificial courses towards conventional goals. It must be something humbler and more realistic, the self-effacing and ancillary role of watching and waiting and tending the young until Nature, the incalculable source of the diversity of gifts, unfolds her plan for them.

If imagination is the very nerve of study, it deserves closer scrutiny. It is not the whole scheme of salvation: far from it. It cannot work in a vacuum: the imaginings of an idle and empty

mind are in general worthless or evil. Imagination in itself is neither good nor bad: added to a bad mind or a base nature it is apt to make both worse, and contrariwise in a good mind and nature. Imagination in the true sense is not a talent for the fictitious or the false, or a means of escape from the real or the true. It is the sovereign mode of grasping and interpreting the real, whether things or events or persons. Even in the better minds the benefits of imagination are conditional: balance is needed, and self-control, a cheerful and friendly temperament, a sense of wonder, a sincere aspiration after truth—in short, a considerable share of straightforward goodness. I remember an uncompromising professor in my first University, Aberdeen, who began an inaugural address thus: "A student of this university, if he is to succeed, must first be a good man." This opening drew only the faintest applause, though it was true. It is still true. There are many reasons why students should be good men—the unreasonableness of exempting or excusing them; the argument from privilege as it may present itself to themselves, in the form of "noblesse oblige"; the same argument as enforced by the outside public, watchful for errors, or misdeeds, and inclined to make the most of them. The Aberdeen professor was not thinking of these aspects of the matter, but of a special and private interest of students in the hygiene and regimen of mind and nature. This was the price, he meant, which students, in so far as they were serious men and desired to excel, must pay, and a comprehensive price. It comprises the major morals and the minor—conduct, and manners, and speech.

What, finally, is a University? And what in particular is this College? There is no mystery about the name "Universitas": it denotes the entire organized body, the teaching and executive elements in their place and degree, and the students in theirs. The best sense to be drawn from this historic word is "community." The name University pledges no institution to foster all branches of knowledge whatsoever, or to draw to itself all sorts and conditions of inmates, though a University must offer a reasonable range of fundamental studies, and profits by the diversity of persons. The range of studies is less vital than standard and quality: their bulk matters less than their spirit. Here at last is an end of hearsay and the second-hand. The Universities speak

with the authority of first-hand conviction. It is an authority based on a vocation of knowledge and long study pursued in good faith and strict independence. They are discoverers and dispensers of truth. No infallibility is claimed by them, or for them: on the contrary, they seek steadily after new lights. Intellect has its conscience. In Universities, which to be sure are not monopolists of mental effort or efficacy, the pursuits of the mind take on a special character of serious aspiration and systematic scope, and thereby gather dignity. By search and pondering and discussion Universities seek after truth as an end in itself. They are not ends in themselves or for themselves: they give double service, to society as a necessary organ, and to their students, man by man, woman by woman. They are set apart for a task of much honor, a form of priesthood.

This too may seem hard doctrine, and especially for newcomers. Universities are not to be understood or appreciated in a day, or in a month. They are best realized, alas! in retrospect, long years after, it may be, when regrets for lost chances are vain. Much depends, or almost everything, on the student himself. There is an Indian saying, "*When the pupil is ready, the teacher is there.*" Much that Universities offer goes unnoticed: often, for instance, the Library. The best things they have to offer they will force on on one, and could not. What these best things are, men and women must discover for themselves, opening eyes and minds wide to discern opportunity, or to make it. Students who desire the fullest benefits must take initiatives with their University. Despite all appearances, despite the weight of organization, timetables, and regulations, Universities are still citadels of private enterprise. A University is nothing definite or rigid. It is no one identical thing at all, unless it be a vast, an overwhelming body of opportunities. There are 650 Universities here, not one only, and all are in the making, and you yourselves are making them.

The last word in education an enviable opportunity, lies with the Universities. They are fortunate in the crowning period of growth which the young spend in them. Let me say the best for both, the Universities and their entrants, a tiny and privileged group from each generation. In the new freedom from school the generous youth reach out instinctively to the larger aspects

of life. Their thoughts range wide and high in search of the deepest truths and the highest meanings, or they should so range. Let them philosophize now, even if never again. They have intuitions of mission: they seek the signs of the same in others. They are seekers, eager and uneasy, cravers for they hardly know what, unless it were the golden keys of knowledge which open all locks, in a quest for the supreme vindications of life and the world. All this is youth's mountain-top, which it is good for the generous youth to climb to, and breathe its air. The light that never was on land or sea, once seen, need never be forgotten. The high mood of youth sets the Universities a noble task. The response is not easy, and it is harder now than in the past. The young seem less young than their fathers and grandfathers once were. Circumstances are against them. The expansive optimism of last century is gone. War has cooled the climate, and sobered old and young. The severity of school preparation on narrow lines for Universities entails a risk in that the newcomers may reach the Universities a little tired, as many do. Certain social conditions and influences hasten development unduly. A small-family civilization forces the young to live too much with their elders. The cinema familiarizes the young with scenes of life beyond their years, and not always of the best. Nature can only be forestalled at a price. Staleness, precocity and sophistication are the natural effects of overstrain and stimulation, effects which need not be lasting, but which while they persist dispel the high mood. Those who have grown old somewhat before their time deserve sympathy. They deserve still more the chance to regain their youth: and the Universities afford them this chance.

So much for Universities, an inexhaustible topic which I have barely touched. I turn to the College. Let us draw the blinds, and in the genial flicker of firelight, as it were, let us talk intimately with each other about ourselves—an inexhaustible topic.

The College is young, in the making. It is, and it isn't: it is not, but it will be: parts of it are here around us, and parts are still below the horizon. Nothing is finished, and everything is hopeful. Its best motto is "*Omnia futura.*" It is in the making, and therefore all its members are helping it—unless they are hindering.

It is a community: each Hall is that, and the College as a whole.



In this, young as it is, it follows the oldest and best English tradition. It is the way of English education, concurrently with everything else, to foster the social sense, and to make men into citizens, to have a double technique for them, as pupils and as persons. The history of the College and its intimate scale have disposed it to use tutorial methods, and in general to individualize its teaching.

The College is mixed, of men and women. The fact of mixture is neither good nor bad: or rather it is both good and bad. What the balance shall be depends on ourselves, on us who sit here in the firelight, as I have said, talking intimately with each other. Drifting and chance will not keep the balance right. The mixture is opportunity, as almost everything is in a University. Sound policy and high standards, the self-respect of women and of men, and tact, and delicacy are needed, lest the mixture go sour or foul. These requisites cannot be supplied by the authorities. Rules and orders cannot guarantee them. The sole guarantors are the men and women themselves. It is a crucial test of whether they are fit for the freedom of the College.

The College is international. This mixture is 40 years old, or more, but was intermitted for a space. It began again with one lone Hungarian, who thrived poorly and withdrew. By the outbreak of the war it had grown to close on the natural limit. The best basis for academic internationalism is the relationship of hosts and guests on the residential plan with a solid majority of hosts. As we sit here in the firelight talking familiarly, we may allow ourselves a little self-congratulation on this mixture. And long may it so be. We need not apportion the credit in detail, though much of it must go, we would agree, to those solid majorities in the Halls. If we probe deeper, we shall have to credit something, probably, to the Devon blood, to the humane atmosphere of this ancient home of British civilization. We need not argue whether the guests gain more by coming among us, or the hosts by their coming. It is not, for us, a question of gain at all, but of duty and service, of *noblesse oblige*. Britain has a notable part to play in the world, even if her imperialism is dying or dead, as General Smuts says. Britain herself is immensely alive. What will this new part be? The old one, on its other side: what she had no time to display or develop in the full tide of her im-

perialism. Let the world now think not so much of the power as of the meaning of Britain. Her role is that of a quality nation possessed of specialities, social, political, academic and technical, and ready at request to welcome and teach and train all comers.

As we sit and muse in the firelight, not ill-contented with each other, cheerful in the present, hopeful of the future, yielding for the moment to the kindly timeless air that lingers in Colleges, feeling the fascination of some sides at least of College life, let us not take happy circumstance for more than it is. The College smiles on every hand, and it is a home and comfort, but not an abiding home, and though it is a home, it is also a place of trial and judgment. The three or four years in it are not as any other three or four years of life. These are the years of decision and doom. Men and women must be prepared to stand throughout life by the use or misuse of this interspace. They are in essence their own fates. Opportunity when it comes to them tilts them the better way or the worse, and it is their own doing—doing or undoing. Over the doorway of an Italian cathedral a saying is cut in the stone:

BONIS IMPROBISQUE PAR ADITUS,  
DISPAR EXITUS.

And so it is here. All come in, and are welcome to what the College gives. But some go out justified, and others not.

## PROCEDURES FOR RAISING CAPITAL FUNDS

A. C. MARTS

**I** SHALL try to make my remarks practical and brief. I shall speak to you about raising funds for capital purposes only, as you already have your annual techniques for raising funds for operating purposes through the United Negro College Fund.

You should be aggressively at work now and in the months ahead raising capital funds for your colleges. There are some who think that *now* is never a good time to raise capital funds. I have never forgotten a meeting which I had back in 1928 with a College Board of Trustees who were considering a fund raising campaign. After hours of discussion, of shivering on the brink of decision, they decided that the times were not favorable for fund raising, and that they would defer the campaign until more favorable business conditions. That was in 1928. I wonder what they would now regard as favorable conditions.

But it is always a good time to raise capital funds for a college when that college has a pressing need for a new building, or for additional endowment, or for some other capital development. Colleges can't recess their efforts to serve mankind whenever economic conditions get a bit unfriendly.

But, colleges can and should accelerate their fund raising efforts when economic conditions are friendly. And they are certainly friendly today. The present year will probably show a national income of over \$140,000,000,000, which is just 50 per cent more than the national income of our prewar peak year of 1929. Some of you may never again in all your lives see as favorable years, in so far as general economic conditions are concerned, as you will probably see during the next two years. Get busy at this essential job of gathering in capital funds for the service of Negro youth. Even though you cannot let contracts for new buildings, gather building funds in now and put them in Government securities until you can commence building.

Dr. Gross has asked that I make some practical suggestions to you as to how you might proceed to organize a capital fund campaign. Here are my suggestions:

NOTE: Remarks to the Presidents of the Methodist Educational Institutions for Negroes, January 22, 1947, New York, N. Y.

- I. Formulate a statement of your capital needs, which will be the goal of your campaign. Keep this goal simple, modest and convincing. Avoid great amounts that are unrealistic. I know of one college (white), which hasn't a chance in a hundred of raising over a million dollars in an immediate campaign, which recently announced a campaign for five million, just out of pride because a competitive college had made such an announcement.
- II. Get the official approval of your Board of Trustees for launching a public appeal for this purpose. Don't assume personal responsibility for this, even though you have the presidential authority to do so. It will serve to get greater participation in the campaign if you have your Board think over and discuss the whole program fully.
- III. Try to get a conditional gift from an individual or a foundation, on a matching basis, one for one, as a leverage in your campaign.
- IV. Here I present two alternate plans for the direction and management of your campaign:
  1. Engage a reputable fund raising firm to direct your campaign; or
  2. Set up your own Public Relations Department, with a full-time executive as your campaign director.
- V. Have either the fund raising firm or your Public Relations Director make a preliminary survey before you begin the solicitation. This survey should result in a careful report as to what groups and individuals will probably give the money which you are seeking, with the estimated portion which will come from: Trustees, Alumni, local citizens (white and colored), church constituency, northern white friends, Foundations, nonalumni Negro friends, etc.
- VI. Based upon this analysis, plan your whole campaign program, with the details as to timing, organization, meetings, printed literature, etc., which will be necessary to organize the appeal to each of these groups.
- VII. Produce the printed literature, subscription cards, stationery, etc., which will be required as your tools.
- VIII. Appoint your National Campaign Committee, with subcommittees for each group and each region.

- IX. Start the organized solicitation in the region where your strongest leadership and greatest support is. In most instances, this is the home community of the College. Move next to the second strongest region, and progress on from region to region until all your groups are solicited.
- X. The solicitation should be done by committees of volunteers, whom you and your campaign directors will enlist, train, enthuse and direct. A series of meetings is necessary in each region for the top committee, then for the team captains, then for the solicitors. At the latter meetings, the solicitors should select the prospect cards which you will have prepared for them, and they should then start the solicitation. Two or three report meetings will be essential, to which the workers will bring the subscriptions which they obtain.
- XI. While you are building and training this organization of workers, you will need to be preparing the minds and hearts of your prospective contributors for solicitation. This should be done by mailing them the printed literature, and a personal letter; by newspaper and radio publicity; and by a promotional meeting or dinner to which they will be invited.

These are the Eleven Important Steps which I suggest you take in the promulgation of a Capital Fund Campaign. I could talk for a half hour on the details of each one of these, but that would tire you and me. If you have any special questions, I will try to answer them.

I also have a few copies of an address which I made last summer at Syracuse University on Public Relations in Fund Raising, which may have some material of interest to you. Any of you who wish a copy are welcome to it.

In conclusion, may I make this observation. I wonder if a well-organized fund raising campaign for a Negro college in which Whites and Negroes will work together for a noble cause is not one admirable means of bringing about a better co-operation in America between the two races. In our firm, we have had some experiences along this line that are little short of inspiring.

I believe there are hundreds of thousands of men and women of both races who are longing with all their hearts for new tech-

niques of fellowship and co-operation—thousands of Whites who bitterly resent the Bilbos and Talmadges and Ku Kluxers—thousands of Negroes who are not happy to have the radical, violent type of Negro leaders as their spokesmen.

A well-organized campaign for a Negro college gives many such Americans (Negro and White), the opportunity which they crave, to join hands as equal laborers in support of a great and noble undertaking for democracy, for humanity, for our God and Father of us all.



## THE FUNCTIONS OF THE ACADEMIC DEAN

RUTH L. HIGGINS

DEAN, BEAVER COLLEGE

**T**HE new deans of the American Conference of Academic Deans requested information concerning the functions of a dean. In accordance with this request, questionnaires on the subject were sent to all the members (404 at that time). One hundred and sixty-one deans sent confidential, detailed replies which indicated thoughtful attention. The sampling was gratifying because it included Liberal Arts Colleges of all types—small colleges with one academic dean and large colleges and universities with more than one dean; coeducational, men's and women's colleges; and state, city, private, and church-related colleges. Furthermore they were scattered in all sections of the country from coast to coast.

The replies and the discussion on the same subject in the conference at Boston showed differences in emphasis and details, but not extreme divergencies for the fundamental duties of the academic deans reporting. Since the questionnaires required explanations and expressions of opinions rather than "yes" or "no" replies, most of the information could not be tabulated arithmetically; only summary conclusions were suitable. The conclusions should be helpful not only to new deans who want to know current practices but they should be satisfying and even consoling to experienced deans in that the patterns most of them are following are the usual ones as far as fundamental functions are concerned.

It is of interest to notice first the background of the deans who answered the particular questions pertaining to it. Fifteen deans have served less than a year; sixty-one, one to five years; thirty-six, five to ten; twenty-one, ten to fifteen; and twenty-six, fifteen to thirty years. As for the age bracket, one hundred and thirty-three are now in the forties, fifties or sixties, with only twenty-five in the thirties. With reference to preparation, one hundred and fifteen entered their deanship with the Ph.D. or other doctorate. About five-sixths of these deans had had teaching experience prior to the taking of their offices, and more than one-third had had

some form of administrative experience. They had been selected by the presidents with the approval of the boards of trustees; comparatively few colleges reported consultation of the presidents with their faculties.

In answering the various questions concerning the relationships of the dean with the president, the deans indicated that they keep the presidents fully informed concerning major academic matters and developments, particularly faculty efficiency, recommendations for faculty appointments and promotions, important committee decisions, unusual situations, but not as a rule concerning any day-to-day routine decisions. Most deans have frequent, informal conferences with their presidents and they also submit annual reports, copies of minutes and other data.

According to the answers to the questionnaires, there are, in theory, for the deans few zones of authority which are absolutely independent of the president's office, but in practice considerable independence within the framework of established policies is indicated. Frequently mentioned are the following: the academic counseling of students, eligibility and dismissal of students on academic grounds, enforcement of academic regulations, admission and curricular standards, and faculty assignments.

The dean, in co-operation with the chairman of divisions or the heads of departments, usually does the preliminary work with reference to the selection of new faculty members and makes recommendations to the president for final approval. In the case of the promotion or the dismissal of faculty members he likewise consults with the division chairmen or departmental heads and makes recommendations to the president. A few examples of faculty committees on tenure and promotion are given in the replies. More information is needed on this subject.

In the small colleges, the deans have only advisory authority in budget matters or salary changes, whereas, in the universities or in large colleges with more than one academic dean, the deans are usually responsible for determining the budgets of their particular colleges, with the president and the board of trustees having final authority. In both small and large institutions the departmental heads ordinarily discuss their needs in instruction or equipment with the dean and he in turn reports his recommended suggestions or budget to the president. In the small

college the president finds it possible to supplement the recommendations of the dean with information obtained directly from the departmental chairmen.

The dean has ordinarily social but no official relationship with the board of trustees and he makes his reports to the board through the president of the college. In a very few colleges, the dean is invited to sessions of the trustees or he meets with committees of the board.

The academic dean directs the educational program of the college and is particularly responsible for planning with and encouraging faculty members, supervising the development of the curricula, enforcing the requirements, and approving the faculty load assignments and student programs of study. In determining educational policies, the deans usually share this responsibility with the president, the faculty policy or curriculum committee, and with the faculty in general. The development of educational policies is a co-operative program in most colleges with the dean taking the amount of leadership commensurate with his abilities, range of interests, and personality.

With reference to the direction of the faculty, the dean is expected to be informed as to what the faculty members are doing, but traditionally faculty members have considerable freedom and much of the supervision in college is left to the heads of departments. The latter discusses with the dean the teaching success of the other members of the department, but occasionally the dean has personal conferences with new members about their work and procedures. Faculty members frequently report problems to the dean and discuss with him the content of new courses and the progress of students. Of course he learns much about the objectives of faculty members by working with them on committees. Only a very few deans gave student ratings as a means of evaluating faculty members. Faculty reports supply some information concerning the work of the department, faculty interest in research, and professional organizations, and the dean in turn communicates information to them in mimeographed reports and in faculty meetings.

The dean tries to encourage the faculty in methods of growth and improvement by keeping the loads as light as possible for research purposes; arranging programs to give free time for

study; encouraging membership in learned societies and professional organizations and attendance at the meetings; recommending better salaries and promotion on the basis of effective teaching, advanced study and research; recommending sabbatical leaves of absence; and planning for the discussion of trends in education in faculty and committee meetings.

Most of the detailed work of developing and changing the curricula and the adding of new courses is accomplished under the auspices of a special committee of which the dean is frequently the chairman and the leader in making suggestions. The dean working with the heads of departments usually makes the faculty load assignments in terms of the established policy of the college. The registrar ordinarily has the function of making the schedule for classes, sometimes with the assistance of a faculty committee. The dean is available for consultation and for the general approval of the schedule.

The dean frequently has the responsibility for checking and editing the catalogue or at least the part relating to the curricula, the courses and the academic regulations. Departmental or division chairmen submit material, the registrar helps with the statistical part, and the bursar with the financial statements. In some colleges, the final responsibility for checking the copy is assigned to a faculty committee of which the dean is often the chairman; in others it is undertaken by the registrar, the director of public relations, the president or a faculty member experienced in this type of work. In universities, the dean checks the material for his particular college and the general university editor has the final editing responsibility.

In faculty meetings, the dean presides in the absence of the president, for most of the colleges reporting, and in some cases whether he is there or not. In the universities, the deans preside over the meetings of their particular colleges. The dean ordinarily plans or makes suggestions for the agenda.

The dean in colleges other than large universities plays an important part in admission duties, particularly with reference to determining and maintaining standards. Sometimes he has the main responsibility for the admission program but usually he is the chairman or an influential member of the admissions committee, which establishes the policies. The director of admis-

sions or the registrar administers the program on the basis of standards set by the committee and the dean serves in an advisory capacity especially in border-line cases or applications involving transfer credits. When too many students meet minimum standards the admissions committee frequently helps eliminate candidates.

The dean is responsible for supervising registration with reference to determining general policies, and approving student programs. The registrar ordinarily makes the schedule and has charge of the mechanics of registration. Major advisers have considerable responsibility in counseling students concerning programs of study, particularly in regard to departmental requirements. Students frequently consult the dean concerning the interpretation of the curriculum as set forth in the catalogue, the advisability of changing fields of concentration, and the meeting of degree requirements. The dean does not ordinarily make important changes in the program without consulting major advisers.

The dean usually certifies to the president and the board of trustees the names of students who meet graduation requirements. Sometimes he has the responsibility for checking the records, but more frequently the registrar's office does this and brings doubtful cases and irregularities to the attention of the dean. The departmental advisers are expected to check for the fulfillment of major requirements. The names are presented to the general faculty or to a faculty committee if the dean has not been authorized in advance to approve all students meeting the catalogue requirements for graduation.

In most of the colleges the dean serves as general co-ordinator of the guidance program which concern the general welfare of the student, but the academic dean and his assistants stress academic counseling and the special counselors and the deans of students (or deans of women, deans of men) engage in nonacademic, social, or personal counseling. The faculty advisers play an important part in academic counseling and the dean frequently serves as chairman of the advisers.

Both the academic dean and the major advisers are available for conferences with students on professional and vocational questions, life interests and objectives, and preparation for graduate

schools. Few academic deans handle housing problems. In regard to discipline, student government and the deans of women or men, deal with minor infractions of the rules, and the deans are involved in only extreme cases. The academic dean is concerned with probation and dismissals for academic reasons but in some colleges academic probation is automatic or is determined by committee action with the dean in charge of enforcement.

Other miscellaneous responsibilities sometimes assigned to deans include the administering of the summer school, the enforcement of the attendance system, serving as chairman or member of numerous committees, assuming presidential duties in the absence of the presidents, awarding scholarships, managing the placement service, supervision of health, extra-curricular responsibilities, and co-operating with the president in the public relations program.

In the dean's time budget, the order of functions based on the consumption of time is as follows: (1) conferences with students; (2) conferences with faculty members; (3) serving on committees; and (4) teaching. Some of the deans reporting do not engage in teaching at all.

The reactions to the question "What are the principal satisfactions and dissatisfactions in your work as dean?" are most interesting and reflect to the credit of the deans. The majority of deans object to the lack of time available for fulfilling so many duties and to the routine work connected with records, reports and petty details. They dislike of course the personality clashes of faculty members, the jealousies, vested interests, unwillingness of faculty members to see the over-all situation and the needed integrations and relationships of the departmental specializations.

It is not surprising that quite a good many deans desire more time for teaching, study, research and constructive work. They are undoubtedly making sacrifices in this respect, but their keen interest in scholarship surely makes them stronger and more influential deans. The writer believes that deans should find time to engage in some teaching in order to give themselves continued understanding of the faculty point-of-view and avoid losing their intellectual perspective in the midst of routine responsibilities. Teaching should also inspire them to influence others to seek and stress the true values of a liberal arts education.



For satisfaction, a good many deans stress the service factor in counseling students and in working with faculty members. Many like evolving policies to improve the curriculum, the quality of the staff and the student body, and the maintaining of high standards. Some express appreciation for the opportunity of viewing the educational program as a whole and of playing a part in its integration, helping college machinery run smoothly, and making life on the campus more pleasant.

The academic dean does not always have well-defined authority, since his functions overlap on the work of the president, the registrar, faculty advisers, faculty committees and the social deans, but the potentialities for influence and leadership are extensive because of these connections. The deans want to be influential but they do no care to be dictatorial. Instead of imposing their decisions without consultation in advance, they prefer to be democratic and work with faculty members singly and in committees. Many of them take just pride in serving as interpreters, mediators and harmonizers on the campus in the various relationships of the administration, faculty and students.

## PEACETIME SCIENTIFIC PERSONNEL PROBLEMS

A. J. BRUMBAUGH

VICE PRESIDENT, AMERICAN COUNCIL ON EDUCATION

**R**ESearch scholars, especially those in American universities, have long operated on the assumption that they should engage in creative activity, productive and critical inquiry, without any great concern for the social impact of their activity. The events of the last few years have shown, however, that the scholar, especially the scientist, cannot ignore or even escape the social consequences of his discoveries. The outstanding contributions of scientists are so dramatic that they are startling in their implications. They promise to revolutionize our peacetime mode of life. They inspire great hope for the preservation of life and the improvement of health. They point to speedier and safer transportation, to better methods of world communication, and to greater physical comforts. But these contributions also arouse an unprecedented fear lest they be used to man's detriment instead of his benefit, even destroying the very civilization that gave them birth.

The unfrocked priest in "The Razor's Edge" who says, "Enlightenment is the curse of civilization," comes uncomfortably close to describing our current situation. When a scientist faces the consequences of new instruments that he has helped to develop, and exclaims, "I am a frightened man," he expresses a moral concern for the results of his achievements. When a group of internationally known scientists launches a "campaign of education to ensure that atomic energy will be used for the benefit of mankind and not for the destruction of humanity," it acknowledges a moral responsibility for the uses that will be made of new scientific instruments. Indeed, scientists must be gravely concerned with the social consequences of their discoveries for neither the philosophers, the social scientists nor leaders of the great religions have been able to anticipate the effects of new scientific and technological developments, much less to determine the ends to which these developments shall be directed.

**NOTE:** Address delivered at the Educational Conference Luncheon, Sixth Annual Science Talent Search, Hotel Statler, Washington, D. C., March 4, 1947.

This concept of the scientist's social responsibility has an important bearing on his education. His perspective must extend far beyond the laboratory. It follows that the education of the scientist must include much more than the knowledge and skills related to his specialized scientific interests. The scientist must have a comprehensive grasp of the principles of economics and government. He must be informed on conditions of life and the causes of tensions among the people of the world. He must understand the systems of philosophical thought, the ideals that dominate the lives of people and of nations. Inasmuch as the day of splendid isolation of the scientist from the practical affairs of society has passed, the scientist must share with the economist, the political scientist, the anthropologist, the philosopher, the theologian the responsibility for appraising the social effects of his new inventions and discoveries and of determining the ends to which they shall be used.

There is another aspect of the role of the scientist which must be considered. If the products of science are to be of maximum benefit to mankind, the channels for the free flow of scientific knowledge, not only within a nation but between nations, must be kept open. The establishment of international organizations of scientists, which through conferences and publications have provided for a free exchange of information, have been an important factor in the wide dissemination of scientific knowledge. More and more, however, the field of scientific research is becoming both restrictive and competitive. It is quite legitimate for business and industry to establish research agencies and bureaus for the purpose of improving the quality of products and the methods of their distribution. It is likewise legitimate for governmental agencies to engage in scientific research related to the particular purposes for which these agencies exist. It must be recognized, however, that research bureaus and agencies operating for specific industrial or governmental purposes inevitably tend to impose a restriction upon the wide dissemination of the scientific knowledge which is produced. Even our universities are moving more and more in the direction of entering into research contracts with specialized agencies which also impose limitations upon the free flow of scientific knowledge. Moreover, in a situation where there is a shortage of scientific manpower the compe-

tition between special interests and the educational agencies and foundations where research is carried on without predetermined obligations to specific purposes or agencies is becoming increasingly keen. It is important, therefore, that scientists in collaboration with educators take steps to assure themselves that there is an equitable distribution of scientific manpower between specialized interests and those institutions that are maintained to conduct free and unrestricted research.

The equitable distribution of scientific personnel is an especially critical problem now. Many distinguished scientists were drawn from the colleges and universities during the war. Some of them—too many, in fact—have failed to return to their educational posts because salaries and other conditions are less favorable in education than in industry or government. Not only are the ranks of distinguished scientists in education reduced by this deflection into other fields of service, but also the heavy teaching loads imposed upon those who remain tend to impede research in institutions where scholars enjoy a maximum degree of freedom.

Obviously, if education is to continue to prepare promising scholars to meet the growing demand for superior talent, not only in science but in other fields as well, the ranks of distinguished scholars in the colleges and universities of the nation must be kept at an optimum strength. The identification of promising talent, a most important service to individuals and to society, will avail little unless we are in a position to develop that talent to its full capacity.

## **SURVIVOR BENEFIT PLANS FOR COLLEGE STAFF MEMBERS**

**WILLIAM C. GREENOUGH**

**TEACHERS INSURANCE AND ANNUITY ASSOCIATION OF AMERICA**

**C**OLLEGE administrators and trustees are concerned, as perhaps never before, over meeting the competition of industry, business and government for good men. Therefore it is appropriate to analyze benefit systems that can be established to make employment more attractive for college staff members. This article will deal with provisions for survivors of a staff member who dies in service.

The phenomenal growth of survivor benefit provisions covering employees in manufacturing and commercial enterprises serves to emphasize one phase of the competitive problems of the colleges. Social Security legislation provides a "basic layer of protection" for workers in industry. On top of that, employers have built group life insurance as well as retirement programs to provide additional protection. These plans generally cover laborers and skilled craftsmen in industry, comparable with the maintenance staff of a college, and the technical, professional and administrative employees, comparable with the faculty and administrative officers of a college.

Social Security survivor benefits are substantial. If a worker who has been in covered employment since the plan began (January 1, 1937), dies leaving a widow and two children, the survivor benefits will vary between about \$50 and \$70 a month until the children are age 18. The widow may receive additional benefits when she is over age 65.<sup>1</sup> If the children are young, these benefits may be equivalent to well over \$10,000 in life insurance protection.

In addition to this, most of the group life insurance in force in America covers the dependents of employees in manufacturing and commercial enterprises. The amount of group life insurance in America has doubled since Social Security became effective and now covers 14 million employees for 28 billion dollars of insurance.

<sup>1</sup> A convenient summary of the benefits is available in "*A Handbook on Federal Old-Age and Survivors' Insurance*" prepared by the Federal Security Agency, Social Security Administration.

College officers tell us that prospective employees are asking more and more frequently about what happens to the value of their Social Security cards if they accept college employment. Employment officers should make clear to each such prospective employee what he is passing up, in order to avoid later misunderstanding. If, at the same time, the employment officer is in a position to explain benefit plans established by the college for its employees, the college obviously is in a better competitive position.

Even disregarding the competitive factor, a college does not wish to be the only large employer in its area whose employees do not have protection for dependents if they die prematurely. There are a variety of formal and informal methods in effect at various colleges for providing survivor benefits.

- (1) Continuance of full or one-half salary to the widow or other dependents for periods usually not in excess of one year.
- (2) Direct lump-sum payments from college funds, either as the sole benefit or as a supplement to the accumulation from an annuity contract.
- (3) No set plan, with the college meeting each emergency as it arises by dipping into the college treasury, by "passing the hat" among colleagues, or by trying to find some job for the widow.
- (4) Payment to the beneficiary of whatever accumulation there is to the credit of the employee in a funded retirement plan, if one exists. This amount is, of course, small during the employee's early years of participation but becomes substantial in later years.
- (5) Establishment by the college of life insurance on a collective or group plan for its staff members, either as the sole benefit or as a supplement to (4) above.

There is some merit in an announced plan of continuing part or full salary to dependents for a definite period. This shows the college staff members that the administration is prepared to do something for their survivors. It gives the widow a little time during which she may look around for employment, if needed. But it has serious disadvantages. Staff members have no assurance that such a plan will be continued and the benefits paid to



their dependents. The widow is tempted not to move away from the campus and readjust her financial plans, as she must at some time, so long as she is receiving money from the college. The plan is costly to the college, in part because the deceased has paid no share of the cost. Furthermore, such a plan involves the college in the insurance business because of the irregularity with which deaths occur and the possibility of unexpectedly large expenditures. Staff members, even at a large college, stubbornly refuse to die off each year according to mortality tables. A small college may go for ten years without a death among its staff members and then may find itself paying the salaries of several persons who have died recently, as well as the salaries of their replacements on the staff.

All these disadvantages apply equally to any plan involving payments from the college treasury. Such plans include paying a flat amount in case of death, or supplementing from the college treasury the death benefit from the accumulation under a retirement annuity contract.

The procedure of handling individually the problems arising from each death in service may seem to commend itself from the standpoint of economy. Payments can thus be limited to cases of emergency. However, the staff member does not pay a share of the cost under this plan. Furthermore, there seem to be a surprisingly large number of emergencies; widespread as has been the sale of life insurance, there are still many persons who have none or only a meager amount, and these include college faculty members. Furthermore, the embarrassment caused by charity and the uncertainty of charity in a particular case create little goodwill for the college.

College officers who have felt compelled to find work for a widow on the campus, regardless of whether she has skills that are needed by the college, know the makeshift nature of this method.

At many colleges where funded retirement plans exist, the accumulations built up for retirement are paid as death benefits to survivors. The payment of these benefits by the life insurance company places no strain on the college budget, regardless of how many deaths there are in a particular year, and the benefits to survivors of persons who have been in the retirement plan for a

considerable number of years are substantial. However, benefits available under such plans for the dependents of younger staff members are modest. These benefits may be supplemented by a decreasing term insurance plan designed for the purpose.<sup>2</sup>

Many colleges and universities now have life insurance coverage for all, or sizable groups, of their employees. A listing of advantages that accrue from a good insurance plan will be followed by a discussion of provisions that should be sought after and those that should be avoided.

#### ADVANTAGES OF COLLECTIVE OR GROUP INSURANCE

1. Either collective or group insurance assures the college that some life insurance is available to protect the family of each of its staff members, regardless of their financial status, enthusiasm for life insurance and insurability.

2. Either constitutes an essential and recognized part of a welfare program. It thus tends to reduce turnover by providing more satisfactory personnel relationships and by making the college "a good place to work."

3. Either permits lower-paid nonacademic employees to have the benefits of life insurance without the greater expense of industrial weekly-premium insurance.

4. Either provides insurance coverage at remarkably low cost. Even in TIAA, with its method of operating without agents, insurance can be wholesaled more cheaply than it can be retailed. Large groups of policies are issued; accounting methods are simplified; expenses for premium notices, postage, etc., are minimized; and the medical examinations, averaging \$5.00 per applicant are eliminated.

5. Either permits the college and its staff members to share the cost of survivor benefits.

6. Either allows the insurance company to assume risks that colleges are not normally in a position to undertake. The insurance company can average out its experience over large numbers of colleges so that the variations in mortality that occur even among fairly large groups of people will not cause undue variations and strains on the college budget.

<sup>2</sup> See "Collective Decreasing Insurance and Collective Level Insurance," a booklet published by Teachers Insurance and Annuity Association of America.

## WEAKNESSES IN SOME GROUP LIFE INSURANCE PLANS

In general, group life insurance has given satisfaction to eligible employees and the administration, but it has not proved satisfactory in all cases. A number of colleges are finding themselves saddled with expensive and inappropriate plans.

One reason for this is that many college plans provide too little insurance at younger ages and too much at higher ages. Group insurance has often been looked upon as bargain insurance; many professors saw it as a cheap means of covering a substantial part of their complete insurance needs. This has resulted in plans under which the amount of insurance increases rapidly as salary or rank increases, without any real relationship to the college's main purpose of providing an emergency fund at death. Since the bulk of the cost of an individual's insurance at a high age falls on the college, such a plan is, of necessity, expensive.

A number of institutions are now embarrassed by the cost of group insurance plans arranged years ago with no provision for discontinuing coverage when a worker retires. The cost to the employer for these retired participants is excessive and in most cases there is no genuine need for the insurance.

Under many college group life insurance plans each individual pays 60¢ per month per \$1,000 of insurance regardless of his age. The college pays the remainder of the premium and generally receives dividends as declared. The cost of group insurance before dividends is less than 60¢ a month up to age 37; it is \$1.71 at age 55 and \$3.76 at age 65, increasing rapidly thereafter. College officers tell us that the fact that younger participants in these plans are charged materially more than the cost of their insurance leads to dissatisfaction among them. At the same time older members, paying a fixed amount, are contributing a great deal less than the cost of their insurance, with the excess paid by the college. Under many of these plans the average age of participants has increased, with consequent substantial and unexpected additional cost to be borne by the institution.

Another weakness has been the establishment of college plans in which participation is voluntary for newcomers as well as for those in service when the plans are inaugurated. This voluntary feature, when added to the 60¢ a month per \$1,000 of insurance contribution from all staff members regardless of age, is one of

the primary reasons for the troubles besetting some of the agency company group plans in effect at colleges. Younger men fail to enter the plan and the full additional cost for older men rests on the college. Unless the college pays the full premium it is probably wise to allow present staff members to choose whether or not they will enter the plan; this makes for good personnel relations. However, participation for newcomers should be compulsory; otherwise the plan obviously fails to assure the college that "some life insurance protects the family of each staff member."

The group life insurance policy is a contract with an employer; insured individuals merely hold certificates telling how the insurance affects them. If a participant leaves the college or ceases otherwise to be covered by the plan, his group insurance expires and he has only the right to obtain insurance coverage without medical examination and without disability waiver of premium on a much higher premium basis.

These weaknesses are all avoidable. A check list to aid the college administration in establishing a workable and satisfactory life insurance plan for its employees is given below.

#### CHECK LIST OF DESIRABLE PROVISIONS

1. No medical examination or other evidence of insurability should normally be required.
2. It is helpful, though not essential, that the policy include a provision excusing both the employer and the employee from premium payments in the event the employee becomes totally and permanently disabled.
3. It is preferable that each individual have not merely a certificate, but his own individual life insurance policy which he can continue after severance of employment by paying the appropriate premium.
4. The insurance should cover working years only; that is, it should cease or be greatly reduced at some predetermined age, such as age 70. This is to protect the college from excessive expenditure for older persons no longer on the college staff.
5. A contributory plan will be more equitable for both young and old employees if whatever dividends are available are paid in the form of additional life insurance coverage.
6. The formula selected by the college for determining how

much insurance is held by members of different classes should be selected with care. There is much to be said for a plan that covers all staff members and does not discriminate among them as to amount of protection provided. Death strikes haphazardly and may leave serious problems in its wake regardless of whether the deceased was a valuable professor of long service, a newcomer or a member of the service staff. Many good plans, however, provide for increasing the amount of coverage as rank, salary or period of service increases. Moderate increases based upon these factors are often appropriate and welcome. However, when the insurance varies from \$1,000 to \$10,000 based upon these factors, as it does in some group plans, it is obvious that little consideration has been given to needs for emergency protection or to the impact of such a plan on the college budget.

7. The college should consider carefully whether to provide level insurance at all ages or insurance that decreases as age advances. Most of the outstanding American colleges and universities now have retirement plans providing a death benefit in case an employee dies before retirement. This death benefit is equal to the accumulation of net premiums at interest up to the time of death; it is small in early years of the contract but usually becomes substantial long before retirement age. The college that has such a retirement plan is already providing its older staff members with substantial protection for their families; it needs only to supplement this by an insurance plan providing greater protection at younger ages.

#### COLLECTIVE DECREASING INSURANCE AND COLLECTIVE LEVEL INSURANCE

Some years ago Teachers Insurance and Annuity Association developed a special plan, Collective Decreasing Insurance, for colleges that have funded retirement plans. Collective Decreasing Insurance provides greater protection at lower ages than at higher ages and thus, when used in conjunction with a retirement plan, enables the college to provide satisfactory protection at all ages at a minimum additional expenditure.

A college that has no retirement plan or one that does not provide death benefits may well decide that its insurance plan should provide level protection at all ages up to retirement. Collective

Level Insurance is a new plan inaugurated by Teachers Insurance and Annuity Association to accomplish this result.

The cost of an insurance plan will, of course, depend upon the number of employees covered and the amount of coverage at various ages. A plan providing small life insurance benefits for each staff member may cost the college only about one-fifth of one per cent of the salary budget. A generous plan providing substantial benefits to all staff members will rarely run over two per cent of the salary budget even if the college pays the total cost. Staff members would scarcely be pleased with a general salary increase of one-fifth of one per cent, or even two per cent; they do, however, welcome blanket provision of life insurance benefits.

For college administrators who wish it, Teachers Insurance and Annuity Association welcomes the opportunity to study the circumstances at a particular college and make recommendations. TIAA's sole reason for existing is to meet the needs of colleges and their staff members. Full information is available on request concerning the two plans, "Collective Decreasing Insurance" and "Collective Level Insurance," developed to provide life insurance protection for beneficiaries of college staff members who die in service.



## PUBLIC RELATIONS: A TEAM JOB

W. EMERSON RECK

DIRECTOR OF PUBLIC RELATIONS, COLGATE UNIVERSITY

**T**HE public relations of any institution, i.e., the measure of its prestige, is the sum of all the impressions people have regarding the institution.

The impressions which people have of an institution are created by the various individuals and groups associated with it.

Public relations is therefore a way of life for all the individuals and groups associated with an institution, not just the job of a single person.

The disciples of Aristotle may say that these statements do not form a pure syllogism, but the writer hopes they are logical enough to be convincing. Certainly public relations, that coveted state of being, is likely to elude an institution until its people understand and apply the logic attempted above.

Since people are so important, just how do they make the impressions which determine the quality of their institution's public relations?

The answer, but only in part: Through the policies they adopt and follow; through the efficiency with which they perform their jobs; through their personal habits and appearance; through the speeches they make and the articles they write; and through the interest they manifest in their fellows, their community and their civic duties.

In other words, everything people do and say—in fact, the very attitudes they display—makes for public relations, good or bad.

The professor who appears in public with untidy clothes and dirty nails has public relations—and bad ones, for himself and his institution. "The voice with a smile" on the telephone makes for public relations—and good ones, for its owner and

NOTE: This article is reprinted by permission from COLLEGE PUBLIC RELATIONS (December, 1946). Director of Public Relations at Colgate University since 1940, Mr. Reck is the author of "Public Relations: a Program for Colleges and Universities" (Harpers, 1946) and a past president of the American College Public Relations Association. He has lectured on public relations at colleges and before educational groups in 14 states.

his or her institution. The student who greets the campus visitor with cordiality and an offer of assistance has public relations—and good ones, for himself and his institution. The college president who says he is too busy to discuss campus problems with a restive Student Association has public relations—and bad ones, for himself and his institution.

All this merely emphasizes that public relations is a team job. If every member understands his part and does it well, the team can drive ahead toward its goal and ultimate victory. If a single member is offside, penalty is certain. The resulting setback may be temporary, but the sweep toward victory will be delayed. And if the infraction is great enough, the public relations which would mean victory may never be attained.

To get a better idea of the team play needed to achieve good public relations, let us look at the chart which accompanies this article. Because the practice of public relations is a team job, one actually cannot depict the process in its entirety without showing every person associated with the institution. However, we can chart the leadership through which good public relations is (and are) achieved and that is what this particular chart endeavors to do.

The president is, of course, the most important person on the chart. Others may suggest policies and activities which will improve public relations, but the actual leadership must rest with the president.

This does not mean that he does all the work himself. Some presidents make that attempt and ultimately fail, like the football quarterback who always calls his own signal. The wise president, however, knows how to delegate responsibility and authority to men carefully selected for their ability to lead and inspire while playing a team game.

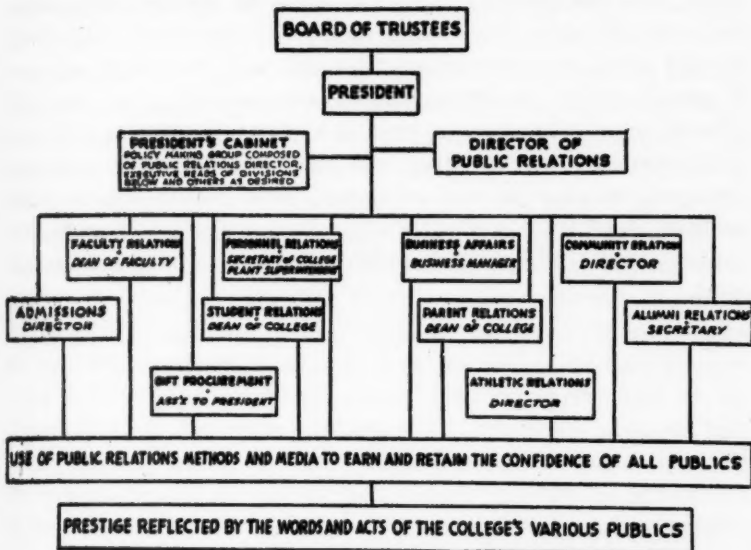
Consequently, when policies have been set relative to the institution's various relations—student, community and alumni, for example—the brunt of administration thereafter falls on the men who head those divisions of institutional activity. These in turn must have help and co-operation from all with whom they work.

The dean of the college, then, is charged with student relations. But the quality of those student relations will depend on many

individuals and groups in addition to the dean—on the admissions office, the business office and the athletic office, to name only three of those whose leadership is also shown on the chart.

The quality of these student relations will also depend on the words, acts and attitudes of many who are not shown on the chart—the assistant deans, the registrar, the bursar, the director of preceptorial studies, the preceptors, the librarians, the college physician, the nurses, the placement director, the secretaries,

## PUBLIC RELATIONS AT WORK



the clerks, the janitors and last, for emphasis sake, the faculty. When all is said and done, the faculty probably does more than any other group to determine the impressions which the various publics have regarding a college or university.

Only when one takes each of an institution's publics and lists with it the college people whose words and acts are influences on opinion does he begin to appreciate the real magnitude of the team job which is public relations.

If the objective of public relations is prestige reflected in the reactions of various publics—prospective students, parents, students, alumni, local citizens, donors, educators, business, labor

and industry, to name only a few—then it is crystal clear that the greatest job in public relations is that of educating the people associated with an institution to the fact that they have major roles to play.

Only when trustees, staff members, students and alumni do appreciate their place will they consider their own words, acts and attitudes important in the sensitive process of earning and retaining public confidence.

It is here that the public relations director can play his largest role. If he knows his job and has the confidence of those associated with the institution, he can, through counsel, suggestion and example, show the way to improved team work. His job, and the job of every person on the team, calls for a deep interest in people and an understanding of the problems they face; it calls for an equally deep interest in higher education and in the institution of which the team is a part. Moreover, it calls for alertness, imagination and resourcefulness, linked closely with purpose, confidence and patience. But above all it calls for human understanding coupled with common sense and good judgment.

## THE AAUP AND THE AAC

GUY E. SNAVELY

**T**HE American Association of University Professors and the Association of American Colleges have in reality a common goal. Both Associations strive earnestly to elevate and to maintain on a high level the processes of higher education in the United States. Success will continue only when the teaching staff operates most efficiently.

Too often the casual observer thinks the American Association of University Professors exists solely to defend the professor who has run into some collision with his administrative officers. Likewise the undiscerning imagine that the Association of American Colleges does nothing but hold an Annual Meeting with headline speakers and issue a quarterly bulletin containing articles more or less informational and inspirational in nature.

Both Associations foster many other activities that accrue to the welfare of the professor. Particularly noteworthy has been the co-operation, eventuating in final success, between the committees from each Association charged with drawing up a satisfactory statement on Academic Freedom and Academic Tenure.

In fact, all the commissions and standing committees of the Association of American Colleges are working on projects that aim primarily at the welfare of the professor. The Committee on Insurance and Annuities has insisted through its annual reports and, often more directly, on the establishment of retirement plans in all member colleges and universities. Doubtless the influence of this commission has been more widely effective than is supposed. It is continually alert to the problem of inclusion of the staffs of institutions of higher learning in the operation of the Federal Social Security Laws. The record of its activities is to be found in the March issue of the quarterly *Bulletin* of the Association of American Colleges for the past ten years.

The work of the Commission on Liberal Education is of primary interest for the college and university teacher. This Commission issued a statement five years ago that has been signifi-

NOTE: Summary of remarks given at Annual Meeting of American Association of University Professors, Boston, Massachusetts, February 22, 1947.

cant and potently influential in the many curricula changes that have been announced from time to time recently by the leading colleges and universities. The findings of the Commission anticipated much that was included in the Harvard Report on General Education that has been so widely discussed.

Likewise of abiding concern to all AAUP members must be the continuing aims of the AAC Commission on Teacher Education. If the recommendations made by this Commission are heeded by all concerned there will be noticeable improvement in teaching by college instructors. Likewise will there be a betterment in the teaching of high school students by the new college graduates who have benefited by the improved methods of their own college professors. The distinguished gentlemen in the Association of American Universities, heretofore unimpressed with the value of co-operation in this area, have indicated a willingness to have a committee from their group sit down with a similar committee from the Association of American Colleges to discuss the whole problem of the education of persons going into college teaching.

The Commission on the Arts has for some years now expanded its program to circulate among the colleges for two-day visits professors in all departments, as well as artists and musicians. A point has been made to use robust scholars who have just retired at the early age of 65. A former president of the American Association of University Professors, and one who has been vocal in its councils for many years, the distinguished A. J. Carlson, is among this group of "faculty visitors."

A similar roll call of the American Association of University Professors' Commissions would be carrying coals to Newcastle, but it would show quite a parallelism in names and functions.

The best concrete evidence of co-operation between the two Associations is the joint statement on Academic Freedom and Academic Tenure. The Association of American Colleges adopted it without dissenting voice in January 1941; the American Association of University Professors gave its approval a year later; and, within another year or two, similar action was taken by the American Association of Teachers' Colleges.

The immense value of the well-nigh universal acceptance of the intent of this joint statement is the dropping off in complaints



of infraction of its ideals by administrative officers. At least, I understand this is true with regards to most of the college and university presidents installed within the past few years. Since the advent of the speaker to his present position, he has written to every new member president a letter of congratulation, in which he includes a paragraph referring to the working agreement between the two Associations on Academic Freedom and Academic Tenure. Invariably the new president replies that he appreciates the suggestion and promises to study the statement carefully, or proudly states he has been a professor and is fully aware of what is involved.

The present pleasant relations between the two Associations were not always thus. The speaker will ever remember his surprise and distress at the tenseness that prevailed when the joint committee had its first session during his administration, now nearly ten years ago. He had arranged for the meeting in a committee room in the Cosmos Club in Washington. The two groups of about six from each association faced each other across a long table: they resembled two rival football teams rearing to mow each other down. Through the years the situation has so improved that when committees from the two groups now confer one is reminded of cooing lovers. May I say *sotto voce* that the gradual retirement of distinguished committee members with hair-trigger tempers did not delay the development of more congenial relations. Who would have thought ten years ago that the American Association of University Professors would be so concerned with the abrupt dismissal of a university president as to put the offending institution on an unapproved list.

Further evidence of improved relationships is the frequent conferences between the executive officers of the two Associations, now that both have headquarters in Washington. Several complaints of minor nature have been settled through such a conference. An illustration is a recent session of these two officers with the president of the college and president of the trustees of a well-known college which resulted in the resignation of a fractious professor with payment of a year's salary in advance but with no resultant row which was imminent just before the group got together.

The two Associations can and should continue to co-operate cordially for the welfare of the professor.

## NATIONAL ROSTER OF PROSPECTIVE COLLEGE TEACHERS

**BELOW** is given the list of seniors recommended by member colleges as persons who should be encouraged to do graduate work with the idea of preparation for college teaching. These nominations are made in conformity with the program approved by the Association at its annual meeting in January, 1945. The chief features of the program are:

Arrangements will be made by the candidate selected, in consultation with officers of his own college, to enter graduate school for at least one year's training for college teaching. His studies during this first year will be carried on primarily from the point of view of preparation for college teaching rather than of meeting the formal requirements for an advanced degree.

Each college will be concerned with helping those appointed find a practical solution of whatever financial problems may be involved.

Each college will undertake to offer each candidate it selects a one-year appointment to follow immediately after the year's graduate work. During this year the one appointed will be given opportunities for "in-service training" by serving either as an Assistant in the department of his special interest, thus coming in close contact with experienced teachers, or as an Instructor in charge of one or more classes under the supervision of a regular member of the department. Each college will determine the amount of compensation in each case, having in mind that the purpose of the arrangement is to provide opportunities for the one appointed and not to meet the institution's need for instructors.

At the end of this two-year period, as a result of his experience in graduate work and in the work of actual teaching, and with the help of his advisers, the student should be in a position to make a wise decision as to whether his life work should be in teaching, and if so, what type of further training he should undertake.

<i>State</i>	<i>Institution</i>	<i>Student</i>
ALABAMA	Birmingham-Southern College	Gordon Harold Argo
	University of Alabama	Leonidas M. Jones
CALIFORNIA	College of the Holy Names	Dorothy Claire Rossick Betty Ann Scanlon

*Prospective College Teachers*

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<i>State</i>	<i>Institution</i>	<i>Student</i>
DISTRICT OF COLUMBIA	American University	Lee W. Cozan
	Catholic University of America	Eugene I. Kerr
		Leonard M. Libber
		John P. Whooley
GEORGIA	Berry College	Doris Lane
		Eunice Mallard
		William Newsome
		Priscilla Roberts
		Louise Whiteside
	Bessie Tift College	Carolyn Alexander
		Barbara Seagraves
	Paine College	John Nenson
	Piedmont College	B. W. McCrea
		Rex Stambaugh
IDAHO	Northwest Nazarene College	Elaine Carlson
		Olive Laurence
ILLINOIS	James Millikin University	Stanley Kimes
		Hope Nansen
	MacMurray College	Doris Jean Grodeon
	Monmouth College	John Marshall Tarkington
	Wheaton College	Jack E. Engelhardt
		Winifred Hager
	Southern Illinois Normal University	J. Edwin Becht
		Gary P. Brazier
		Russell Elliott
INDIANA	Butler University	Donald E. Ahonen
		Gene Phillips
	Evansville College	Lee B. Anderson
		Edgar G. Williams
	Goshen College	Pauline Cline
		J. Howard Kauffman
	Indiana University	James R. Anderson
		Nelda M. Christ
		Grace M. Curry
		Shirley Ann Drompp
		Mary Francis Kelley
		Frank Kottlowski
		Max Marsh
		Henry Clay Price
		Thorn K. Snyder
		Dorothea Voss
IOWA	Briar Cliff College	Rita Scott
	Coe College	John Bower
		Tom McPartland
		Vida Rumbaugh
		Robert Seber
		Reuben Seitner
	Iowa Wesleyan College	John Edwards
		Stan Sanders
	Loras College	Charles Bordenkircher
		John Dilger
		John Hogman

<i>State</i>	<i>Institution</i>	<i>Student</i>
	Morningside	Carolyn June Wolle
	St. Ambrose College	John Wilford McGowen
		Francis Joseph Ryan
KANSAS	College of Emporia	Marjoria Ingold
	Marymount College	Rose McKenna
KENTUCKY	Union College	Hurston Burkhart
		Opal Lee
LOUISIANA	Centenary College of Louisiana	Willard G. Cooper
	Southwestern Louisiana Institute	Bernard S. Borie
		George W. Rollosen
	Ursuline College	Elizabeth Moore
		Barbara Nix
MARYLAND	St. Joseph's College	Elizabeth Lee Andrews
		Elizabeth May Nester
MASSACHUSETTS	Boston College	Gastano T. Antico
		William M. Daly
		James J. Doherty
	Tufts College	A. Eunice Bixon
		John Alden Brown
		Joan Willander
		Janis G. Yates
MICHIGAN	Hope College	Vivian Mae Dykema
		Eugene Van Tamelen
	Kalamazoo	Elton Ham
		Ralph Kerman
MINNESOTA	Augsburg College	Henry Bertness
	Carleton College	Marie Haefliger
		Richard Loomis
	College of Saint Benedict	Margie Reichling
MISSISSIPPI	Mississippi College	Samuel Warren Cochran
		Charles Madden Talbert
MONTANA	Carroll College	Wayne Charles Lutz
MISSOURI	Maryville College	Marilyn Rohan
	Missouri Valley College	Ted M. Chittwood
		Charles H. Trent
	William Jewell College	Harvey Thomas
NEBRASKA	Doane College	Gordon Daniels
		Charles Erickson
		Russell Fate
		Gordon Grosshans
		Robert Grosshans
		Virginia Steinmeyer
	University of Omaha	Paul Ackerson
		Forest R. Hazard
		Marion Keller
	York College	Lee Huebert
		Marjorie M. Thornton

*Prospective College Teachers*

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<i>State</i>	<i>Institution</i>	<i>Student</i>
NEW YORK	Adelphi College	Celeste Fernandes Arthur E. Fuas, Jr. Alice Lawson
	College of the City of New York	Martin Albaum Alvin Meckler Philip Reines Leonard J. Wang
	Columbia College	George Herbert Barts Howard D. Marshall
	Hartwick College	Howard Beams Ralph Hoag
	Siena College	Donald J. Anthony Donald B. Connelly
NORTH CAROLINA	Elon College	Violet Blackmon Harvey O. Hook
	Greensboro College	Edith Brown Rebecca Slate
	Queens College	Ann Perry Shirley Warner
OHIO	Hiram	Wilford Bower
	Kenyon College	Peter W. Cloud Philip F. Fendig Douglas O. Nichols Thomas S. Smith
	Marietta College	Robert Dimmick Winifred Finkle George Heckler Paul Huffman Harold McDowell Walter Mansfield Kent Powers Lee Sine
	Wilmington College	Wilmer Cooper Naney Terrell
	Wittenberg College	Jesse D. Humbert Melvin Kimble
OKLAHOMA	Oklahoma Agricultural and Mechanical College	John Blakely Tenel Cooley
	Oklahoma Baptist Uni- versity	Mary Ellen Bridges
	Oklahoma City University	James A. McMillan Lee John Wyatt
	Phillips University	Elvin E. Miller Plynn M. Sterling
PENNSYLVANIA	Franklin & Marshall Col- lege	William Todd Dawkins Mark W. Harriman Francis E. Ringer
	Geneva College	Norman Carson Ray Heckerman Paul Storey Richard Weir

<i>State</i>	<i>Institution</i>	<i>Student</i>
	Lafayette College	John D. Lawson
	La Salle College	Robert Gorski Dennis McCarthy
	Moravian College	Samuel R. Kilpatrick
	Pennsylvania College for Women	Norma M. Trozzo
	Rosemont College	Evelyn Russo R. Patricia Smith
	St. Joseph's College	Edward Mullaly
	Thiel College	Bette L. Nuss
	Wilson College	Nancy Curtis
SOUTH CAROLINA	Coker College	Jean Huntley
SOUTH DAKOTA	Jamestown College	Herbert Mutschler John Parker
	Yankton College	John Gold Wilfred LaVerne Wieczorek
TENNESSEE	King College	Robert A. Ingham
	University of Chatta- nooga	Cary Crantford Herman Lebovitz
	University of the South	Frazer Banks, Jr. William R. Nummy
TEXAS	Austin College	Howard Cogswell Annis Marie Smith Ernest C. Young
	Trinity College	Harold Crasilneck Ann Reid
VIRGINIA	Lynchburg College	Norma Connell Bowen William Lawrence Dunn, Jr.
WASHINGTON	Seattle College	Anita Yourglic Marie Yourglic
WISCONSIN	Carroll College	Archie H. Jones

Many reports arrived too late for inclusion in this issue. They will be included in a supplemental list in the October issue of the BULLETIN.



## SCIENTISTS AGAINST TIME

### (Book Review)

F. G. FASSETT, JR.

CARNEGIE INSTITUTION OF WASHINGTON

THE history of the Office of Scientific Research and Development is of necessity a multiphase story. The agency's essential function, in the language of Executive Order No. 8807, creating it, was to "initiate and support scientific research on the mechanisms and devices of warfare" and "on medical problems affecting the national defense." Beyond that, it had responsibilities for advising the President concerning measures necessary to assure continued and increasing progress in scientific and medical research relating to national defense, for mobilizing the scientific personnel and resources of the Nation, for co-ordinating and supplementing the research programs of other Government agencies and for the development of broad and co-ordinated plans for the conduct of research in the defense program. Clearly, any record of operations conducted under such wide terms of reference must involve data from a considerable number of areas of activity, some contemporaneous and parallel, others consequent and serial yet at times not clearly connected. The problem of the historian who, as here, would in a single compact volume combine the salient material from so many sources into an integral, coherent recital is hence a marked difficulty.

Dr. Baxter has met the problem ably. Tracing the need, the means determined for meeting it, the specific applications for scientific effort which were discerned, the manner in which scientific effort supplied them, the innovations which research suggested, and the ways by which they were ultimately adopted and utilized, he summarizes the operational history of the agency clearly, yet in sufficient detail to assure desired substance. Cross-referencing and a prose technique recalling the "flashback" of the motion-picture maker valuably assist in tying together materials which otherwise would be discrete to the point of spottiness. Working as he was on leave from the presidency of Williams College and

\* *Scientists Against Time*, by James Phinney Baxter 3rd. Boston, Little, Brown and Company. 1946. xvi + 474 pp. \$5.00.

hence closely associated for some three years with the actual occurrences he was to record, Dr. Baxter shared with other war-time historians an advantage rare in the writing of history—that of being if not actually part at least a first-hand observer of history while it was being made. This situation of course is not without its dangers, for the relative significance of events is not necessarily apparent at the occurrence, and the perspective of time is not available to assist in determining emphasis. The hazard implicit here, however, has been generally well avoided.

The background, inception, development and accomplishments of representative undertakings in both research in weapons under the National Defense Research Committee and research in medicine under the Committee on Medical Research are narrated in the course of the history, and even though the limitations of space are narrow for so variegated and ramified a story, the drama inherent in these undertakings is vigorously shown. The conjunction of the SCR 584 radar, the M-9 electrical predictor, and the VT proximity fuze in turning back the V-1 bombardment of Britain, for example, is a node at which three such impulses of interest merge. Similarly, Dr. Baxter's account of the development of nuclear fission culminating in the bombs of Los Alamos, Hiroshima and Nagasaki is graphic yet balanced; it is a valuable general complement to the more specialized recital in the Smyth Report.

Any such social phenomenon as that which began officially with the order of the Council of National Defense June 27, 1940, establishing the National Defense Research Committee is necessarily and primarily of lasting import insofar as it involves human creativeness and human relationships. This aspect of the history of the OSRD—the high point in a proud record—is of major importance throughout the volume. Recognition of the need for such an agency, conception of the form which it should most effectively take, understanding of the desirable degree of expansion and evolution, which joined NDRC and CMR as parallel operating units in the OSRD, and the formulation and maintaining of a sound philosophy of operation—these constitute a pattern of development clearly traced in the history and of decided significance to any theory of collaborative organization inside or outside government. The working partnership of military men, scien-

tists and engineers, and industrialists which resulted from it was a unique and distinguished accomplishment, naturally enough not realized without errors and misunderstandings, yet as finally and fully brought to reality, replete with collateral results sure to be profoundly influential in the future of American colleges and universities.

To note but one of these, the developing necessity for central laboratories which Dr. Baxter describes, and which imposed extension beyond the original philosophy of decentralized operations through academic contractors, led to the creation of a number of major research centers, staffed by scientists drawn from dozens of institutions. The associations thus established within the academic world itself—apart from the stimulation of contacts between these centers and the military and industrial world—as they have already contributed to interchange of techniques and methods will be of far-reaching effect on institutional practice in time to come. Though in the main this possibility of cross-fertilization is restricted to the natural sciences, yet by example it may be expected to have influence in other fields. This and other similar aspects of the story of the OSRD are necessarily incidental to the history with which Dr. Baxter is concerned; he gives them attention, however, which makes his volume of more than usual interest and value to those responsible for academic administration.

## AN EDUCATIONAL ODYSSEY

### (Book Review)

THEODORE H. JACK

PRESIDENT, RANDOLPH-MACON WOMAN'S COLLEGE

HE KNEW them all, he was an integral part of it all. The history of higher education in the South, especially that phase of it concerned with the development of the denominational college, cannot be written without large credit to him for his share. For fifty years he played a leading role on the educational stage of the South, his leadership was widely recognized, his persuasive voice was heard throughout the whole section, his influence was constantly thrown in the balance for high scholarship, sound instruction, honesty in administration. And he never failed to point out the dominant element of Christian character in a well-rounded education.

In *An Educational Odyssey*, adventures of a president of a small denominational college,\* Henry Nelson Snyder paints on a large canvas a picture of an educational renaissance in the South. Since his book is in the nature of an autobiography, the point of departure is Wofford College and its contributions, but the story ranges far and wide to cover the general educational movements in higher education throughout the South, the influence of the Rockefeller and Carnegie foundations in this development, the role of the Southern Association of Colleges and Secondary Schools in the elevation of standards, violent struggles over academic freedom, the tremendous impetus given to higher education in the South by the General Education Board of New York. Through it all runs the golden thread of the author's warm personality, his emphasis on high scholarship and sound teaching, his contacts with the great educational figures of his age, Kirkland of Vanderbilt, Eliot of Harvard, Remsen of Johns Hopkins, Harper of Chicago, Alderman of North Carolina, Tulane and Virginia, Woodrow Wilson of Princeton, and many others. These men he paints with a light but discerning touch.

For anyone acquainted with the history of higher education in

\* *An Educational Odyssey*, by Henry Nelson Snyder. Abingdon-Cokesbury Press, Nashville. 1947. 272 pp. \$2.50.

the South, it is difficult to separate Wofford and Snyder. But they need not be separated, they were in essence one and the same. Snyder spoke through Wofford and Wofford spoke through Snyder for fifty years. After his sound education in the classics and English at Vanderbilt, Snyder spent the rest of his active days at Wofford, broken only by his graduate work at Goettingen. Following twelve years of inspiring and one might say inspired teaching of English, one June night in 1902, to his amazement, he found himself president of the College at the age of thirty-seven. He faced no light task. He succeeded a prodigious and powerful figure in the person of one of the great educators of the South and the nation, James H. Carlisle. He took the helm of a poor, struggling college with a small student body, "a ragged, unkempt campus and a group of buildings in a depressing state of disrepair inside and out," and practically no resources—the virtually nonexistent endowment symbolized by a collection of Confederate bonds and securities, "historic reminders of Southern patriotism and of how far the tragedy of the Lost Cause went in its disruptive, retarding influences." But the College, then less than fifty years old, had through the years been notable in the South for good teaching, by an emphasis on sound learning, and by a remarkable body of alumni, foremost in education, the church, and political life.

With a wisdom which belied his years, the new president spent no time in vain repinings. He took stock of his situation, of his few advantages and his many disadvantages, of his great needs and of how to meet them. Wisely he set out first of all to strengthen the faculty, to raise the standards of admission and of graduation, to improve the teaching. Then vigorously he recruited a larger student body by carrying the evangel of the value of higher education throughout the length and breadth of his state. Next he labored in season and out to secure permanent funds and to modernize and enlarge the physical plant. His labors and his successes in all these fields constitute indeed and in fact an educational Odyssey. For forty years he held the helm of the College, constantly striving, one might even use the word fighting, to enhance the contributions of Wofford, constantly ranging far and wide to preach the doctrine of the value of education, joining vigorously in every movement for the advance-

ment of the South, lending his persuasive voice to every good cause in education, in church, and in state, and fashioning through the years a notable small institution, famed for its integrity, for sound learning, for its remarkable group of former students.

Wofford today is a monument to Henry Nelson Snyder. He needs no other. His name is enshrined in the educational history of the South, and he is beloved and honored by all who have worked at his side. In his *Odyssey* he touches on nearly every problem the president of a small college has to face, and with characteristic honesty and directness he illuminates them all. Those who have newly come into presidential responsibilities might well read the book for guidance—and the reading of it will be a joy to all who have traveled the path he has traveled.

This reviewer, a long-time friend and admirer of the author, lays down this book with a deep appreciation of a story masterfully and charmingly told, of a life devoted to a tremendous cause, and with a sense of vicarious pride in the achievements and the contribution of Henry Nelson Snyder. His has been indeed a life worth living.



## AMONG THE COLLEGES

**A**DRIAN COLLEGE has received a gift of approximately \$30,000 for construction of a new building, which will be named the "Cornelius House" in memory of the late James D. H. Cornelius, professor of Greek and Latin at the college from 1881 to 1925. The gift was made to the college endowment fund by the professor's son, William M. Cornelius, who stipulated that the building be leased to Alpha Tau Omega, the late Professor Cornelius' fraternity, which will pay rent to the college. Income therefrom will be used for scholarships, student loans and other purposes.

**A**ERICAN UNIVERSITY has been chosen by Dr. Mauricio Hoschild, South American industrialist, to receive the first grant in his scholarship plan to bring Latin American postgraduate students each year to the United States. This is the first time educational interchange of this kind has been sponsored by a South American. The grant covers tuition fees and living expenses for three students each year; and General Harold L. George, a member of the committee on selection and President of the Peruvian International Airways, has pledged free air transportation from their homes to Washington. The initial phase of the plan will bring students from Bolivia, Chile and Peru. Benjamin A. Cohen, Assistant General Secretary of United Nations, is chairman of the selection committee.

**H**ANOVER COLLEGE has four buildings, valued at well over a million dollars, in various stages of construction. One is about ready for occupancy. It is the three-story Humanities classroom building costing \$300,000. This structure contains 18 classrooms plus numerous administrative and faculty offices. Classes in all subjects except the sciences, music, art, drama and physical education will be held in this building. It replaces Classic Hall which was destroyed by fire in December 1941.

**C**OLGATE UNIVERSITY is developing a program for the preparation of college and secondary school teachers through the Preceptorial Studies Plan. Each year a small number of

students who have just completed their undergraduate work and plan to enter the teaching profession are taken in as Preceptors. They devote half of their time to studies toward the Master's degree and the other half to preceptorial guidance at the under-class level.

**L**IVINGSTONE COLLEGE raised \$50,000 in cash at a recent Founders Day meeting.

**T**EMPLE UNIVERSITY announces the receipt of a trust fund of \$61,000 from Dr. Thaddeus L. Bolton, authority on psychology, which will be used to establish a psychology research foundation. Dr. Bolton, who was named an Emeritus Professor of Psychology in 1937 after serving the University for 20 years, stipulated that one-half of the income is to be used for research.

**T**EMPLE UNIVERSITY, through the Reading Clinic Staff, Department of Psychology, will again sponsor an annual Institute on Developmental Reading for one week, June 23-27. Beginning with this year's Institute, a three-year evaluation program has been initiated, enabling delegates to evaluate existing programs as well as to organize new programs. Seminars, demonstrations and evaluations will be made by well-known specialists in reading and related fields. Enrolment is limited by advance registration. Further information may be obtained from Dr. Emmett Albert Betts, Director of the Reading Circle, Temple University, Philadelphia 22, Pennsylvania.

**U**NIVERSITY OF DENVER announces the conclusion of a campaign during which a total of \$2,014,156 was raised.

**U**NIVERSITY OF NORTH CAROLINA announces that working drawings for the first planetarium to be constructed in a southern state are being completed and construction bids will be taken shortly on the Morehead Building. This million-dollar gift was made to the University by John Motley Morehead, former U. S. Minister to Sweden, and a graduate of the University, class of 1891. The planetarium, the sixth to be built in the United States, will occupy part of the space in the new building and will

be the same size as the famous Adler Planetarium in Chicago. The remainder of the building will house an art gallery and museum.

**VIRGINIA POLYTECHNIC INSTITUTE** now has almost fifty men employed on a part-time basis under a new plan for teaching fellowships. They are working towards graduate degrees and simultaneously teaching under the supervision of experienced faculty members.

### NEW COLLEGE PRESIDENTS

Friends University, Wichita, Kansas. Sheppard A. Watson,  
president Wilmington College, Wilmington, Ohio.

Park College, Parkville, Missouri. J. L. Zwingle.

Polytechnic Institute of Puerto Rico, San German, Puerto Rico.  
Edward G. Seel.

University of Arizona, Tucson, Arizona. James B. McCormick,  
dean, College of Law.

University of Virginia, Charlottesville, Virginia. Colgate W.  
Darden, Jr., former Governor of Virginia.

